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PGCE

Secondary

Modern Foreign Languages (MFL)

Study Guide, Curriculum Sequence & CCF Map

2023 - 2024

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# Administrative Information

Much of the relevant administrative information is included in the PGCE Programme 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 Programme 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 Programme Handbook. This is an important reference, so if you have any questions please check there first.

The Exeter Learning Environment or [ELE](https://ele.exeter.ac.uk/) is a virtual learning environment. Staff contact details can be found here as well as all 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 independently, 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 MFL PGCE Aims

We aim to develop your ability to be teachers of MFL who are reflective, intellectually curious, passionate about languages, and creative. You will need to be able to ‘step outside‘ your experiences, examine and consider different viewpoints, in order to change, adapt and grow. You will need to be critical – able to interrogate evidence, to synthesise from different sources and perspectives, to question and challenge assumptions (including your own). You will need to be research-informed – able to access research, understand the limitations and strengths of research, compare research findings to your own experiences in order to draw robust conclusions and inform your decisions. You will need to be creative – able to select from and combine information and ideas in ways which satisfy your own creativity, exercise your autonomy, and excite and inspire your students.

• To encourage a thorough evaluation of current professional practice in MFL and more broadly in relation to developments in research and curriculum theory

• To study the process of language learning in depth and grasp the assumptions behind methods and materials in order to be able to select methods on a principled basis and use materials intelligently

• To acquire a progressively wider range of skills in planning, teaching, and assessing for Key Stage 3 and Key Stage 4 and/or Key Stage 2/Key Stage 5

• To link theory with practice by means of observation and teaching in schools

• To understand how foreign languages relate to the whole curriculum and to the personal development of pupils

• To become acquainted with the current range of teaching materials and technology used in active, communicative methods of language teaching

• To engage in practical work involving planning and teaching and to evaluate one’s own preparation and teaching

• To maintain and extend personal competence in languages taught

• To develop and extend personal competence in the use of technology in schools • To engage in critical debate about current issues in secondary (and to some extent, primary) languages, drawing on evidence from theory, research, and practice

• To recognise pupils’ learning needs in languages and interpret them in order to plan, teach, assess and evaluate lessons and schemes of work

• To demonstrate confident academic and pedagogic subject knowledge and a secure understanding of the requirements of languages in the curriculum

• To understand how effective teaching and the ability to relate this to pupils’ needs has a positive effect on pupils’ behaviour

## Guidance for Learning and Communicating Online

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

### [The Exeter Electronic Learning Environment (ELE)](https://ele.exeter.ac.uk/)

This is the online platform for the university taught course.

The [Secondary PGCE Programme page](https://ele.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. 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 need to be addressed. Once you have audited your grammatical knowledge in more detail, you can use both, working with your Tutor, to inform your Action Plan, setting yourself realistic targets for improvement. You will have to be well organised and conscientious in making sure that you are competent in all aspects of MFL, especially in your first language, but also in your second. 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 be a group tutorial with Dinah and will take place by the 13th of October, tutorial two by the 3rd of November and tutorial three by the 6th of December. Precise dates and times of these tutorials will be arranged by Dinah.

##

## Language Sessions (French, German, Spanish)

The language sessions will run for a total of 18 hours, and you are required to attend sessions for **both** of your languages. If you wish to teach three languages, you may choose to attend all three language sessions. However, be careful that you don’t take on too much. These sessions will help you to learn about MFL pedagogy (how to teach). Please note: these sessions are **not** intended as language ‘up skilling’ sessions, although you will find that your language subject knowledge will inevitably improve over the course of the sessions. You will be asked to prepare for these sessions and follow them up during your peer teaching.

The focus for each session is given in the curriculum sequence. Also indicated are ‘language session tasks’ in order to prepare or plan for each session (see below). These are outlined below but should be seen as a guide only; your language Tutor will brief you in more detail.

**Session 1: Listening, reading and IU focus. Task 1: due w/b 9 October**

Bring to your first session a listening or reading resource for any age group using authentic material. This needs to be in an electronic format to enable you to share with and send to the group after the session. Begin to think about how you could use this resource with your classes.

**Session 2: Speaking focus. Task 2: due w/b 16 October**

Consider issues surrounding pupils speaking in the target language. Look back at any notes you may have made during your Anticipating Practice. Be ready to share any good practice you have seen.

**Session 3: Writing and creativity focus. Task 3: due w/b 23 October**

Come prepared to the session with an idea or a resource which will scaffold and support KS3/4 pupils when writing in the target language. This can be something you saw in use during your Anticipating Practice or something you have devised yourself. As the theme of the week is also creativity, now is the time to explore this idea; how creative can pupils be when writing? How can we facilitate this?

**Session 4: Planning and target language focus. Task 4: due w/b 30 October**

Plan **in outline** a series of 3 lessons for a KS3 class on a topic/structure of your choice. Start at the end; where do you want your pupils to get to after 3 lessons and how will you get them there? Be prepared to share your ideas with the group.

**Session 5: Adaptive teaching focus. Task 5: due w/b 20 November**

Bring your outline plan for 3 lessons (task 4) annotated with **explicit** reference to adaptive teaching and learning (scaffolded support, challenge), groups of pupils to consider: pupils with SEND, EAL pupils, very able pupils).

Bring to this session your Top 3 language learning strategies specific to this language. You might consider memorisation techniques, tips, and resources from your school.

**Session 6: Planning and assessment focus. Task 6: w/b 27 November**

Referring back to the outline plan used for tasks 4 and 5, consider in detail 2 or 3 plenary assessment activities which will give you precise information about the impact of your teaching on pupil learning. How can you **know** that your pupils have learnt or understood what you intended?

## Microteaching

* **Trainee microteaching** (there are 4 of them) are timetabled so that you can practise some of the pedagogical approaches by ‘teaching’ your peers.
* You should write a Lesson Plan linking Microteach 2, 3 and 4 to guide you (you will be shown how to do this and see also guidance on ELE) and you should evaluate your teaching after each session, using the evaluation pro forma.
* You will receive feedback on these microteaching activities from your peers and sometimes from Dinah (using an agreed format). The criteria for feedback will be available in advance from MFL ELE.
* The microteach should last about **8-10 minutes.**
* There are 4:
1. a cultural topic about your first language presented in English as a ‘getting-to-know-you’ activity in week 1(solo)
2. Introducing new vocabulary (pair up to plan and teach this)
3. Grammar activity (pair up)
4. Speaking activity (pair up)

## Peer Teaching

You will all take part in a programme of peer teaching of your main language. You will be paired up by Dinah with one or more trainees needing help in your first language (their second or occasionally, third).

Use the A level specifications for your subject as a starting point to plan content. The peer teaching approach can be closely linked to work done in language sessions; for example, if your language Tutor or a teacher in school modelled a game or a speaking activity, you could try to teach your ‘pupil(s)’ using this method. It is important that your peer teaching lessons include a useful balance of grammar, vocabulary, culture, and the 4 skills of listening, reading, speaking and writing. You will be given guidance on this by your Tutors. In each lesson, you will concentrate upon developing your skills of effective communication and interaction, specifically how to explain a concept clearly: the lessons should involve authoritative talk which is both teacher-led, where you provide explanations, and interaction, where you give your pupil(s) an opportunity to engage with the concept to develop and consolidate learning. Your peer teaching lessons should, where possible, make use of MFL software and other media, thus also developing your use of technology in a teaching context. However, remember that the focus is effective explanation, not technical wizardry, and your goal should be to engage your pupils’ interest and explain things to them clearly. It is also an opportunity to try out your ‘front of class’ teaching skills and to practise several aspects of classroom management.

You should tailor your peer teaching input to the specific needs of your pupil(s) once these have been determined. Once you have agreed this content, you will be asked to share a medium-term plan for your peer teaching programme with your pupils. You should plan and evaluate these lessons using the scaffolded lesson plan pro forma. Your Tutor may ask to discuss these with you during a tutorial. Your peers will be required to provide feedback on your teaching to further your professional development. You may choose to ask for specific feedback from your peers according to your own development needs.

**It is important that all those involved in peer teaching arrangements adhere to the protocols above, as a mark of professionalism. Please notify Dinah immediately if you have *any* concerns about your peer teaching arrangements.**

## Research Study Groups

These groups are run and managed by trainees, following protocols and a framework guided by Dinah, and are intended as a way of stimulating engagement with and understanding of seminar and lecture content. You will work with this group a lot during the autumn term. You will be asked to volunteer to ‘lead’ one of these groups either for the term or by taking on a couple of weeks at a time. You can then lead seminar discussions when required, act as a representative for the group and contact Dinah for guidance when needed. You can use this as evidence of leadership practice when reflecting on your progress.

**Leading a Study Group:**

If you have volunteered to lead a group, your task is to ensure that the discussion of the topic is purposeful, participatory and relevant. In order for this to happen, you may need to plan the session, delegate reading and tasks and communicate information to your group. During the session you can practise your authoritative talk (giving instructions for tasks and keeping the session orderly) and your dialogic talk (managing the discussion effectively and sensitively).

*Planning:*

Plan the session briefly, thinking about how you want the discussion to run. You might want to direct your group to consider these prompts to help them access and get the most out of their reading:

* Note the theoretical underpinning of the article(s)
* Note the key implications for understanding teaching and learning
* Note anything you feel is very relevant to EPS or MFL
* Note anything you are unclear about
* Note anything you disagree with

When planning the discussion, you might find it helpful to consider:

* how long you want a talk activity to run for
* how you will ensure that everyone participates
* whether you will need to redirect/refocus or summarise the discussion
* whether you may need to report back to the whole group afterwards

For your session, some kind of **summary outcome** from the session might be very useful for the group. You can be as innovative as you like about this, but this could be: a concept map summarising the key learning from the reading and discussion; a list of key implications for classroom practice; a set of questions you still feel need further exploration…

*Peer feedback:*

It would be really valuable if you felt able to take peer feedback on how you led a session or how you are doing generally as a leader. This is optional, but we would strongly encourage you to ask a trusted friend to give you some pointers. Everyone will be learning about teaching through these sessions, not just you!

## 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 | + | Module30 credits |
|  |  |  |
|  | Dissertation 60 credits |  |
|  |  |  |

# The Curriculum

## Theoretical Framing

Our 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.



## 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 11/9 & 18/9** | **Anticipating Practice** |
| Anticipating Practice Tasks | AP Task 1: BehaviourAP Task 2: PedagogyAP Task 3: CurriculumAP Task 4: AssessmentAP Task 5: Professional behavioursAP Final Summary TaskMFL task: ***MFL teaching and learning: my reflections*** |

|  |  |
| --- | --- |
| **w/c 25/9** |  |
| **Asynchronous Activities** |
| **SKP Tasks** | **Required Reading:** DfE (2103) *KS2 and 3 National Curriculum for MFL* Teaching Schools Council (2016*) Modern Foreign Languages Pedagogy Review* DfE (2013) *Unseen Children* for Research Study Group task 1 National Association of Language Advisers (NALA) (2020) *The Language Curriculum and Disadvantaged Students****Prepare:***Culture Microteach Introducing Vocabulary Microteach Initial Needs Analysis |
| **EPS Lectures** | The Exeter ModelCurriculum & Educational IdeologiesReflectionTeacher Identity & Agency PolicySchool StructuresBeing Critical |
| **EPS Tasks** | Child ProtectionComplete the Academic Honesty and Plagiarism module on ELEComplete library induction at <https://libguides.exeter.ac.uk/libraryinduction>  |
| **Synchronous Activities (for longer sessions, breaks will be built in)** |
| **Mon BC126** | 0900 - 1200 | Introductions and orientation; the Exeter Model  |
| **Mon SC3.06** | 1205 – 1230 | PGCE Welcome Talk  |
| **Mon BC126** | 1330 - 1600 | Qualifying to teach; the Core Content Framework (CCF), and the Teachers’ Standards  |
| **Mon SC3.06** | 1635 - 1700 | Students’ Guild Induction  |
| **Tues BC126** | 0930 - 1300 | Introducing vocabulary; planning microteaching; episode planning |
| **Tues BC126** | 1400 - 1630 | Initial Needs Analyses, grammar auditing, CCF reflection activity |
| **Thurs BC126** | 0930 – 10301030 - 1230 | Briefing; the formative and summative assignment; peer teaching and tutorialsCulture Microteach |
| **Thurs BC126** | 1330 - 1630 | The Curriculum: where are we with languages? The National Curriculum |

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| **w/c 2/10** | **Group tutorials this week** |
| **Asynchronous Activities** |
| **SKP Tasks** | **Required Reading:** ‘Achievement and Challenge’ (Ofsted 2013) ‘KS3: the wasted years?’ (Ofsted 2015) Ofsted research review of MFL (2021) **Prepare:** Peer teaching prog. Language session task Grammar Microteach  |
| **EPS Lectures** | What Works?Theories of LearningNeuroscience of LearningPlanning & Sequencing |
| **Synchronous Activities** |
| **Mon BC126** | 0930 – 10301100 - 1300 | Group tutorials – Action Plan Teaching and Learning Grammar |
| **Mon BC126** | 1400 - 1630 | ‘Introducing Vocabulary’ Microteach 1Group tutorials – Action Plan  |
| **Tues BC126** | 0930 – 11001130 - 1300 | Briefing; peer teaching groups, protocol, F, S and G language sessions and timetabling, Research Study Groups (RSG); clarification of groups, protocol and tasks RSG 1 ‘Unseen Children’ (Ofsted, 2013) and social disadvantage |
| **Tues BC126** | 1400 - 1630 | Designing a curriculum for MFL – Pete Rose |
| **Thurs BC126** | 0930 - 1230 | Lesson planning and classroom management; Using the target language; introducing listening |
| **Thurs BC126** | 1330 – 15301530 - 1600 | EPS Seminar - Curriculum Group tutorials – Action Plan |

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| **w/c 9/10** | **Tutorials this week** |
| **Asynchronous Activities** |
| **SKP Tasks** | **Reading:** Reading for assignment 1- start reading from the essential reading list **Prepare:** RSG 2 Theories of Learning Language session task  |
| **EPS Lectures** | Behaviour MotivationSocial MobilityReviewing the Literature |
| **Synchronous Activities** |
| **Mon BC126** | 0930 - 1300 | Introducing reading; Assessment in MFL (inc. the GCSE exam) |
| **Mon BC126** | 1400 – 1700  | Spanish Language Session 1 Focus: listening and reading, IUPeer teaching for remainder (BC128) |
| **Tues BC126** | 0930 – 10301100 - 1300 | Grammar Microteach 2Planning KS3 lessons – Lara Czerwenka |
| **Tues BC126** | 1400 - 1700 | German Language Session 1 Focus: listening and reading, IUPeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 - 1230 | French Language Session 1 Focus: listening and reading, IUPeer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 - 1530 | NCELP and NCLE – the MFL Pedagogy debate |
| **Friday BC112** | 1030 - 1330 | KS2/3 transition – with primary ML trainees |

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| **w/c 16/10** |  |
| **Asynchronous Activities** |
| **SKP Tasks** | **Reading:** For assignment 1- essential reading list Counsell, C (2000) [*The Usefulness of Educational Research for Trainee Teachers’ Learning*](https://www.tandfonline.com/doi/abs/10.1080/713688548)**Prepare**: Peer teaching Language Session task |
| **EPS Lectures** | Dialogic Theory AssessmentLiteracy and Numeracy Across the Curriculum |
| **Synchronous Activities** |
| **Mon BC126** | 0930 - 1300 | Introducing speaking and phonics; Planning MFL lessons; Guidance for assignment 1 |
| **Mon BC126** | 1400 - 1700 | Spanish Language Session 2 Focus: speakingPeer teaching for remainder (BC128) |
| **Tues BC126** | 0930 - 1300 | Critical engagement with literature; critical reflection and FRAPs, Core Content Framework (CCF) reflection |
| **Tues BC126** | 1400 – 1700 | German Language Session 2 Focus: speakingPeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 - 1230 | French Language Session 2 Focus: speakingPeer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 - 1530 | EPS Seminar – Assessment |

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| **w/c 23/10** |  |
| **Asynchronous Activities** |
| **SKP Tasks** | By Friday 27th October submit your 1500-word formative assignment to your tutor (See ELE for more details). |
| **EPS Lectures** | Adaptive TeachingSENDEAL |
| **Synchronous Activities** |
| **Mon BC126** | 0930 – 1300  | Introducing writingIntercultural Understanding (IU) |
| **Mon BC126** | 1400 - 1700 | Spanish Language Session 3 Focus: writing and creativityPeer teaching for remainder (BC128) |
| **Tues BC126** | 0930 - 1300 | Thinking about effective behaviour management; preparation for SBW 1(phase descriptors, Exeter Model training tools |
| **Tues BC126** | 1400 - 1700 | German Language Session 3 Focus: writing and creativityPeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 - 1230 | French Language Session 3 Focus: writing and creativityPeer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 - 1530 | Key Thinkers in MFL - introductionRSG 2 Theories of learning in MFL |

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| **w/c 30/10** | **Individual tutorials this week by arrangement** |
| **Asynchronous Activities** |
| **SKP Tasks** | **Reading:**For EPS Pedagogy seminar: articles will be allocated**Prepare:**Language Session task |
| **EPS Lectures** | ProfessionalismE Safety and Helping Children stay Safe OnlinePrevent and British Values |
| **EPS Tasks** | Read Section 5.2 of the Programme Handbook on school induction. |
| **Synchronous Activities** |
| **Mon BC126** | 0930 - 1300 | British Values and Part 2 of the Teachers’ Standards; preparation for SBW 2 (your files and evidence, CCF); assignment briefing (EPS)Follow-up on Professionalism (EPS) tasks |
| **Mon BC126** | 1400 - 1700 | Spanish Language Session 4 Focus planning and target languagePeer teaching for remainder (BC128) |
| **Tues BC126** | 0930 - 1300 | Cross-curricular MFL; literacy (inc. phonics) and numeracy in MFL |
| **Tues BC126** | 1400 - 1700 | German Language Session 4 Focus: planning and target languagePeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 - 1230 | French Language Session 4 Focus: planning and target languagePeer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 - 1530 | EPS Seminar - Pedagogy |

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

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| **w/c 20/11** |  |
| **Asynchronous Activities** |
| **SKP Tasks** | **Reading:** For assignments 1 (essential and broader reading) and 2 **Prepare:** Language session task Speaking Microteach |
| **EPS Lectures** | LeadershipWorking with Teaching AssistantsEngaging Parents and Carers with Learning |
| **Synchronous Activities** |
| **Mon BC126** | 0930 – 1300  | Feedback from SBW; curriculum design – review of school experiencePlanning to include progressionAdaptive teaching and challenge |
| **Mon BC126** | 1400 - 1700 | Spanish Language Session 5 Focus: adaptive teachingPeer teaching for remainder (BC128) |
| **Tues BC126** | 0930 – 1300  | Motivation and MFL  |
| **Tues BC126** | 1400 – 1700  | German Language Session 5 Focus: adaptive teachingPeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 – 1230  | French Language Session 5 Focus: adaptive teaching Peer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 – 1530  | Speaking Microteach 3 |

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| **w/c 27/11** | **Individual tutorials this week by arrangement** |
| **Asynchronous Activities**  |
| **SKP Tasks** | **Reading:**For assignment 1- essential reading list and broader reading**Prepare:**Language session task |
| **EPS Lectures** | Preparing to teach pupils from all backgroundsAddressing InequalitiesAbility |
| **Synchronous Activities** |
| **Mon BC126** | 0930 - 1300 | Assessment and the GCSE |
| **Mon BC126** | 1400 - 1700 | Spanish Language Session 6 Focus: planning and assessment Peer teaching for remainder (BC128) |
| **Tues BC126** | 0930 - 1300 | Guidance for assignments 1 and 2; preparation for SBW (observing, planning, teaching and evaluating) |
| **Tues BC126** | 1400 - 1700 | German Language Session 6 Focus: planning and assessmentPeer teaching for remainder (BC128) |
| **Thurs BC126** | 0930 – 1230  | French Language Session 6 Focus: planning and assessment Peer teaching for remainder (BC129) |
| **Thurs BC126** | 1330 – 15301530 - 1600 | SEND and MFL CCF reflection |

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| **w/c 4/12** |  |
| **Asynchronous Activities** |
| **SKP Tasks** | **Reading:**For assignment 1and RSG 3 preparation**Prepare:**RSG 3 (SKP assignment) |
| **EPS Lectures** | Child and Adolescent Mental HealthTeacher WellbeingThriving and SurvivingClimate and Sustainability |
| **Synchronous Activities** |
| **Mon BC126** | 0930 - 1230 | Language Learning Strategies; building pupil resilience |
| **Mon BC126** | 1330 – 1630  | Managing your time as a trainee and teacher |
| **Tues BC126** | 0930 - 1230 | Employability Support: job applications and interviews; preparation for SBW and the wider role of the teacher (communicating effectively with parents/carers, working with other adults to support learning) |
| **Tues BC126** | 1330 - 1630 | Research Study Group (RSG) 3: SKP assignment  |
| **Thurs BC126** | 0930 - 1230 | EPS Seminar: Behaviour |
| **Thurs BC128** | 1330 - 1530 | Resilience and wellbeing; reviewing and evaluating the course, SBW Q&A |

### Spring Term

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| **During School Placement** |  |
| **SKP Tasks** | By Wednesday 3rd Jan submit your 4000-word summative assignment to ELE (See ELE for more details). Submission instructions will be emailed.  |
| **EPS Tasks** | By Monday 29th Jan submit your 1500-word formative assignment (See ELE for more details).Interpreting Data Task – Complete by Seminar Day 3SEND Task – Complete by Seminar Day 3 |

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| **Seminar Day 1 – 12.1.24** | **Managing the classroom** |
| **Asynchronous Activities** |
| **EPS Lectures** | The EPS AssignmentReviewing the literature |
| **Synchronous Activities** |
| 1000 – 1200 | EPS Seminar – The EPS Assignment |
| 1300 - 1600 | Feedback from school-based work Planning, Agendas and targets Classroom and behaviour management revisited Employability support: interviewsCCF |

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| **Seminar Day 2 – 2.2.24** | **Pedagogy and pupil learning** |
| **Asynchronous Activities** |
| **EPS Tasks** | Ensure that you have looked at/started your Interpreting Data task before this session  |
| **Synchronous Activities** |
| 1000 - 1200 | Feedback from school-based work Pupil learning: moving from Consolidating Practice to Developing Independence: raising your game – looking at Focused Reflections CCF |
| 1300 - 1600 | The MFL curriculum: sharing good practice |

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| **Seminar Day 3 – 15.3.24** | **Adaptive teaching and Post-16** |
| **Asynchronous Activities** |
| **EPS Tasks** | Ensure that you have completed your Interpreting Data Task and SEND tasks before this session. |
| **Synchronous Activities** |
| 1000 – 1200 | EPS Seminar - Interpreting Data & SEND |
| 1300 - 1600 | Feedback from school-based workEmployability supportPreparing for the move to placement 2CCFPost – 16 MFL – Leda Trotman, Exeter School |

### Summer Term

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| **During School Placement** |  |
| **EPS Tasks** | By Wednesday 17th April submit your 4000-word summative assignment to ELE (See ELE for more details).Challenging the Gap II – Complete by Seminar Day 4EAL Task – Complete by Seminar Day 4 |

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| **Seminar Day 4 – 10.5.24** | **Education for a better world** |
| **Asynchronous Activities** |
| **EPS Tasks** | Ensure that all EPS tasks are completed before this seminar day. Bring copies along. |
| **Synchronous Activities** |
| 1000 – 1200 | EPS Seminar – Challenging the Gap & EAL |
| 1300 – 1600 | Cross Curricular Conference |

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| **Seminar Day 5 – 28.6.24** |  |
| **Asynchronous Activities** |
| **EPS Tasks** | Complete your ECF Transition Document in your IDP |
| **Synchronous Activities** |
| 1000 - 1200 | Feedback from school-based workCurriculum revisited – reflections on the SKP assignment and our vision for MFL |
| 1300 - 1500 | Being a Teacher – What to Expect from The Early Career FrameworkEnd of course review and celebration. |

## Curriculum Mapped against the CCF

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| **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. | CAMHBehaviourMotivationSENDEALEPS Seminar 4 – Behaviour Management*Challenging the Gap**SEND Task**EAL Task* | Motivation Introducing listening Introducing speaking Introducing reading Introducing writing Using the Target Language – teachers and pupils | 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. | BehaviourMotivationTeacher Identity and AgencyEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Classroom management Motivation Behaviour management |  |
| 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | Adaptive TeachingMotivationEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Classroom management Behaviour management Adaptive teaching Using the Target Language – teachers and pupils | Learning: Summative Assessment–Expectations And Target Setting |
| 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. | BehaviourEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Behaviour management Classroom management Using the Target Language – teachers and pupils | Learning: Summative Assessment–Expectations And Target SettingWelfare: Safeguarding And Pastoral Systems |
| 1.5 A culture of mutual trust and respect supports effective relationships. | BehaviourEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Motivation Introducing speaking |  |
| 1.6 High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | Addressing InequalitiesSocial MobilityAbilityWhat Works?EPS Seminar 4 – Behaviour Management*Challenging the Gap* | Research Study Group 1 ‘Unseen Children’ and social disadvantage Assignment – links between MFL and social mobility, access, etc. | Learning: Summative Assessment–Expectations And Target Setting |

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| **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* |

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| **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 LearningTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Using the Target Language – teachers and pupils |  |
| 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 LearningTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking and speaking microteach Introducing reading Introducing writing Teaching and Learning Grammar Using the Target Language – teachers and pupils |  |
| 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 LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Using the Target Language – teachers and pupils |  |
| 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 LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Using the Target Language – teachers and pupils |  |
| 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 LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Using the Target Language – teachers and pupils |  |
| 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 LearningTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Using the Target Language – teachers and pupils |  |
| 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 SequencingTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 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 LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Episode planning Lesson planning Assessment Using the Target Language – teachers and pupils |  |
| 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 LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Speaking microteach |  |

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| **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. |

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| **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 IdeologiesEPS Seminar 1 - Curriculum | The curriculum in MFL The National Curriculum Curriculum design Curriculum design – review of school experience SKP Assignment  | Purposes Of Education: Policy - The Changing Face Of EducationPurpose Of Education - Curriculum: The 14-19 CurriculumPurpose Of Education - Curriculum: The Key Stage 3 CurriculumPurpose Of Education - Curriculum: Across the Curriculum |
| 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. | MotivationEPS Seminar 1 – CurriculumEPS Seminar 3 – PedagogyEPS Seminar 4 – Behaviour Management | Language auditing and Initial Needs Analysis (INA) Peer teaching Motivation Using the Target Language – teachers and pupils |  |
| 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | Planning and SequencingTheories of LearningEPS Seminar 1 - CurriculumEPS Seminar 3 - Pedagogy | The curriculum in MFL The National Curriculum Curriculum design Episode planning Lesson planning Assignment Using the Target Language – teachers and pupils |  |
| 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 – CurriculumEPS Seminar 3 - Pedagogy | Language auditing and INA Peer teaching Microteaching sessions Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach |  |
| 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. | Planning and SequencingTheories of LearningEPS Seminar 1 – CurriculumEPS Seminar 3 - Pedagogy | Language Learning Strategies Using the Target Language – teachers and pupils |  |
| 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 LearningTheories of LearningEPS Seminar 1 - CurriculumEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Language Learning Strategies |  |
| 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 SequencingEPS Seminar 1 - CurriculumEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Episode planning Lesson planning Using the Target Language – teachers and pupils |  |
| 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 LearningTheories of LearningEPS Seminar 1 - CurriculumEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach |  |
| 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 SchoolsEPS Seminar 1 - Curriculum | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach |  |
| 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 SchoolsEPS Seminar 1 - Curriculum | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach |  |

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| **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. |

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| **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* | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach |  |
| 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 SequencingTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Episode planning Lesson planning Using the Target Language – teachers and pupils | Purpose Of Education - Curriculum: The 14-19 CurriculumPurpose 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 SequencingTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 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 SequencingTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. | AssessmentTheories of LearningEPS Seminar 2 - AssessmentEPS Seminar 3 - Pedagogy | Language Learning Strategies Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Using the Target Language – teachers and pupils | 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. | AssessmentTheories of LearningEPS Seminar 2 – AssessmentEPS Seminar 3 - Pedagogy | Adaptive Teaching and Challenge Assessment Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Using the Target Language – teachers and pupils | Learning: Assessment For Learning |
| 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. | Dialogic TheoryEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing new vocabulary seminar and microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 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 SequencingTheories of LearningEPS Seminar 3 - Pedagogy | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 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 | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary seminar and microteach Grammar microteach Speaking microteach Using the Target Language – teachers and pupils |  |
| 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?AbilityBehaviourMotivationEPS Seminar 3 – PedagogyEPS Seminar 4 – Behaviour Management | SKP assignment (issues of access) Motivation |  |
| 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 | Introducing listening Introducing speaking Introducing reading Introducing writing Teaching and Learning Grammar Introducing new vocabulary  |  |

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| **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* |

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| **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 TeachingAssessmentSENDEAL*SEND Task**EAL Task* | Adaptive teaching and Challenge Planning to include progression and adaptive teaching SEND EAL Assessment Using the Target Language – teachers and pupils | 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 SENDEALAbilityAddressing InequalitiesPreparing to teach Pupils from all BackgroundsEPS Seminar 2 - Assessment*Challenging the Gap**SEND Task**EAL Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment  | 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 AssessmentSENDEALEPS Seminar 2 - Assessment*SEND Task**EAL Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment Using the Target Language – teachers and pupils | 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 MobilityWhat Works?AbilitySENDEAL*Challenging the Gap**SEND Task**EAL Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment | 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?MotivationAbilitySENDEALEPS Seminar 4 – Behaviour Management*Challenging the Gap**SEND Task**EAL Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment | 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 LearningWhat Works?SENDEPS Seminar 3 - Pedagogy*SEND Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment | 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. | SENDEALEngaging Parents and Carers with Learning*Challenging the Gap**SEND Task**EAL Task* | Planning to include progression and adaptive teaching Adaptive teaching and Challenge SEND EAL Assessment Working with other adults to support learning Communicating with effectively with parents/carers Using the Target Language – teachers and pupils | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |

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| **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* |

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| **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. | AssessmentWhat Works?SENDEALEPS Seminar 2 - Assessment*Challenging the Gap**SEND Task**EAL Task* | Assessment in MFL (inc the GCSE) Assessment | Learning: Assessment For LearningLearning: 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. | AssessmentWhat Works?EPS Seminar 2 - Assessment | Assessment in MFL (inc the GCSE) AssessmentKS2/3 transition | Learning: Assessment For LearningLearning: 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. | AssessmentWhat Works?EPS Seminar 2 - Assessment | Assessment in MFL (inc the GCSE) Assessment | Learning: Assessment For LearningLearning: 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. | AssessmentWhat Works?SENDEALEPS Seminar 2 - Assessment*EAL Task**SEND Task* | Assessment in MFL (inc the GCSE) Assessment | 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. | AssessmentWhat Works?EPS Seminar 2 - Assessment | Assessment in MFL (inc the GCSE) Assessment | 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. | AssessmentWhat Works?EPS Seminar 2 - Assessment | Assessment in MFL (inc the GCSE) AssessmentLanguage Learning Strategies | 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. | AssessmentEPS Seminar 2 - Assessment | Assessment in MFL (inc the GCSE) Assessment | Learning: Assessment For Learning Learning: Summative Assessment–Expectations And Target Setting |

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| **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* |

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| **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. | BehaviourWhat Works?EPS Seminar 4 – Behaviour Management | Classroom management Behaviour management Motivation Using the Target Language – teachers and pupils | 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. | BehaviourSENDEPS Seminar 4 – Behaviour Management*SEND Task* | Classroom management Behaviour management Motivation | Learning: Behaviour And Classroom ManagementWelfare: 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. | CAMHBehaviourEPS Seminar 4 – Behaviour Management | Classroom management Behaviour management MotivationLanguage Learning Strategies | 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. | BehaviourCAMHWhat Works?SENDEALEPS Seminar 4 – Behaviour Management*Challenging the Gap**SEND Task**EAL Task* | Classroom management Behaviour management MotivationLanguage Learning Strategies | Learning: Behaviour And Classroom Management |
| 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | BehaviourCAMHEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Classroom management Behaviour management Motivation | Learning: Behaviour And Classroom ManagementWelfare: Safeguarding And Pastoral Systems |
| 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | MotivationEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Classroom management Behaviour management Motivation |  |
| 7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | Social MobilityAbilityEPS Seminar 4 – Behaviour Management*Challenging the Gap* | Classroom management Behaviour management MotivationLanguage Learning Strategies |  |

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| **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* |

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| **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* | Planning for ECT years Subject knowledge auditing and INA Pedagogical Audit Core Content Framework reflection | 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 ReflectionWhat Works?*AP Task 2: The Purpose of Education – The Curriculum* | Critical reflection Research Study Groups Pedagogical Audit |  |
| 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 ModelTeacher Identity and Agency | Resilience and Wellbeing Core Content Framework reflection | 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 LearningMotivationSocial MobilitySENDEAL*SEND Task**EAL Task* | Communicating effectively with parents and carers |  |
| 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 AssistantsSENDEAL*SEND Task**EAL Task* | Working with other adults to support learning |  |
| 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. | SENDEALTeacher Identity and Agency*SEND Task**EAL Task**AP Task 1: Welfare – Safeguarding and Child Protection* | SENDEAL | Becoming A Teacher: EmploymentWelfare: Safeguarding And Pastoral Systems |
| 8.7 Engaging in high-quality professional development can help teachers improve. | The Exeter ModelTeacher Identity and Agency | Core Content Framework reflectionPedagogical audit | Welfare: Safeguarding And Pastoral SystemsBecoming A Teacher: Continuing Professional Development |

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| **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* |

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| **Beyond the Core Content Framework** |
| **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| PolicySchool structureseSafety and Helping Children Stay Safe OnlinePrevent and British ValuesTeacher WellbeingThriving and survivingLeadershipBeing CriticalEthicsReviewing the LiteratureProfessionalismClimate and Sustainability*Interpreting Data Task**Optional Leadership Task**Optional Race and Education Task**EPS Module Assignment**AP Task 3: Being a Teacher* | SKP assignment - Where are we going with languages? Examines issues of access, curriculum, pedagogy, and policy. Intercultural Understanding A level culture microteach KS2/3 transition with primary MFL trainees Peer teaching programme Microteaching Student-led Research Study Groups – social mobility and MFL, MFL landscape, theories of learning Separate French, Spanish and German pedagogy seminars Time Management – guest speaker Designing a Curriculum for MFL – guest speaker Post 16 MFL Employability support Critical engagement with literature, critical reflection British Values and Part 2 of the Standards CAMH Cross-curricular MFL Literacy (phonics) and Numeracy in MFL Focused MFL observations in November placement (looking at: and classroom management questioning, planning and lesson structure, MFL curriculum design and assessment, impact on learning, building resilience | Becoming A Teacher: Contractual And Legal Responsibilities |

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