# ITT Course Curriculum: BA(Hons) Secondary English Education with QTS\*

# Year 2

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## How to use this ITT curriculum

This ITT curriculum outlines what trainees on this course are expected to know and be able to do for each week they are on their ITT and the method by which trainee progression will be assessed. It is subject specific, informed by pertinent research and underpinned with the Core Content Framework and its associated evidence (as necessary for those seeking to be recommending for QTS at the conclusion of their ITT). It is sequential in its approach, mapped against the various components of the Core Content Framework and shows a purposeful integration of centre-based (university-based) learning into Professional Practice. There is no separate ‘Professional Practice’ curriculum for trainees to follow. Instead, there is one single one single curriculum which encompasses all the learning which should take place throughout the ITT course.

### If you are a trainee:

This is the curriculum you will follow each week throughout your ITT course both when you are at university and when you are on Professional Practice (these weeks are shown in orange). It provides the learning which will be delivered to you in your subject, the knowledge, and skills you will be expected to demonstrate each week and the questions which assist you, your tutor, and your mentor (during Professional Practice) in assessing if you are making progress or if further support is needed. **You need to complete every week of this curriculum to meet the necessary Standards required for QTS recommendation at the end of this course and to ensure you are able to transition into your Early Career Teaching (ECT) phase.**

### If you are a school-based expert colleague (mentor or lead):

This curriculum outlines what trainees in this subject should know and be able to do throughout their ITT. This includes the weeks when they are on Professional Practice being supported by their expert mentor (these weeks are shown in orange). There is no separate ‘Professional Practice’ curriculum, rather one single subject specific curriculum which encompasses every week of ITT allowing you to see the prior learning and what trainees can already do and understand prior to working with you. Throughout their course trainees will continue to have their learning delivered by Edge Hill colleagues (this will be online throughout Professional Practice). We ask our expert-colleagues to provide opportunities for trainees to demonstrate, practise, receive feedback, or get better at the skills which they are expected to be ‘able to do’ each week. We also ask mentors to assess the extent to which the trainee has made progress each week using the ‘key questions’ provided and completing the relevant section (2) on the Weekly Development Summary (WDS) during the weekly mentor meeting in addition to confirming on the form if the trainee is making sufficient progress. Additional support for mentors is available via the weekly communications and the [FoE mentor space.](https://sites.google.com/view/foementorspace/secondary-and-further-education/pp-paperwork)

## Rationale of curriculum coverage and sequence including use of pertinent research

The curriculum for BA(Hons) Secondary English Education with QTS ensures complete coverage of the ITT Core Content Framework and its associated evidence base (Department for Education, 2019) as appropriate for Secondary ITT and the QAA Benchmark Statement for English (2019). As the aim of the course is to produce highly competent, confident and creative secondary English teachers, our curriculum goes beyond the CCF and is enhanced by the Edge Hill University ITT Pillars.

Returning to themes studied in Year 1 (Fordham, 2020), including social justice, equality, inclusion and diversity, the focus in Year 2 is on the past. Trainees will be able to track the genealogy and evolution of values and thereby develop knowledge and understanding of the mutability of these apparently fixed social concepts and principles (Biesta, 2009). In Year 2, trainees build upon the pedogogical knowledge and skills gained in Year 1, developing ability to plan sequences of lessons that have a clear and logical order, that build on prior learning, that offer opportunities for pupils to practise skills and measure learning effectively ensuring pupil progress (Rosenshine, 2012). This is further enhanced when on Professional Practice as trainees apply their knowledge and skills to plan sequences of lessons (Ofsted, 2022; Sherrington, 2017). The Year 2 focus on Studentship enables trainees to develop their role as an academic learner, researcher and as a student teacher. Their knowledge of educational research and its importance in underpinning practice is developed.

The Year 2 English subject specific modules build upon this solid foundation from Year 1 to extend subject knowledge. The curriculum is designed so trainees are introduced to increasingly complex concepts and ideas in English study, drawing upon their previous study to take on new challenges. Literature modules enable trainees to explore ‘other worlds’ and relate them to the here and now, giving them confidence to deliver this in the classroom. This is vitally important as recognised by Ofsted as: ‘through studying literature, pupils’ eyes are opened to the human experience.’ (Ofsted, 2022: 1)..

## Delivery of curriculum outcome(s) into composite and component elements

The curriculum is segmented over the three years to develop trainees into highly competent, creative English teachers. In Year 2, the knowledge and understanding of learning theory, pedagogy, curriculum and subject gained in Year 1 is developed to consider sequences of lessons and creativity in learning and teaching. The sequences of lesson will demonstrate the ability to draw upon prior knowledge, break new learning into manageable chunks to avoid cognitive overload and offer opportunities to revisit and practise skills, for retrieval practice and for formative feedback and assessment. During their Professional Practice, trainees will hone these skills, continuing to evaluate the effectiveness of lessons and reflect upon their practice.

## How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject

Poor literacy is instrumental in limiting pupils’ success in school and beyond. The Social Mobility Commission Report states: ‘There is a fracture line running deep through … our education system. Those on the wrong side of this divide are losing out and falling behind’ (SMC, 2017). Davison (2020) argues English teaching is crucial in the success of pupils; in particular the importance of developing literacy (Ofsted, 2022). Trainees develop their knowledge and understanding of how to create accessible learning opportunities, designed to allow all learners to make progress. They are encouraged to critique our secondary curricula, considering if it privileges some trainees over others, design lessons and resources that are inclusive and explore representations of all groups, such as LGBTQIA and social classes in literature and non-fiction. For example, in Week 2 when trainees question whether some groups are privileged by the curriculum and whether some are ‘left behind’.

## Opportunities to revisit key learning

Trainees revisit and develop their knowledge and skills across the programme. In Year 2, Week 1 trainees will explore the importance of literacy in enabling pupils to succeed across all subjects (Ofsted, 2022). This is developed in Week 2 when trainees question whether some groups are privileged by the curriculum and whether some are ‘left behind’. Then in Weeks 14 and 17, trainees consider how to adapt their teaching to mitigate this and allow all pupils to achieve. Year2 trainees revisit the key concepts introduced in Year 1, such as the importance of formative feedback in making good progress and apply this to sequences of lessons, developing this into a dialogical approach where pupils engage with and respond to their feedback (see Weeks 3, 5, 8, 20 and 21). Trainees return to the key concept of assessment in Week 36 when on Professional Practice and are encouraged to reflect upon what theory looks like in the classroom.

## References

* Biesta, G. 2009 Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).
* Daly, C and Davison, J. 2020 Debates in English Teaching
* Department for Education (DfE) 2019. ITT Core Content Framework <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf> (Last Accessed 03/08/22)
* Education and Training Foundation (ETF), 2022. Professional Standards for Teachers and Trainers – the ETF <https://www.et-foundation.co.uk/professional-standards/> (Last Accessed 03/08/22)
* Fordham, M. 2020 What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/>
* Ofsted Research review series: English 2022

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> (Last Accessed 13/09/22)

* Ofsted Improving literacy in secondary schools: a shared responsibility

<https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility>

* Rosenshine, B. 2012 Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> (Last Accessed 13/09/22)
* Sherrington, T. 2017 *The Learning Rainforest: Great Teaching in Real Classrooms*
* Social Mobility Commission (SMC), 2017 Report State of the Nation 2017: Social Mobility in Great Britain
* The Quality Assurance Agency for UK Higher Education (QAA), 2019. Subject Benchmark Statement for English <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf> (Last Accessed 12/09/22)

| Week (starting 3.10.22) | For the subject they are training in trainees should know that:  *(max 3 bullet points)* | For the subject they are training in trainees should be able to:  *(max 3 bullet points)* | Key questions  *(2-3 as indicators of progress)* | CCF | Method of Assessment |
| --- | --- | --- | --- | --- | --- |
| 1  *What does research suggest may be features of High Quality English?* | * the curriculum is the Progression model; getting better at English means pupils knowing more and remembering more of the English curriculum they have been taught. * Explicitly teaching pupils the knowledge and skills they need to succeed within English is beneficial * Research informs good practice in Teaching English | * Use literature to inform English teaching. * Understand how to revisit the big ideas within the English curriculum over time and teach key concepts through a range of examples. | *What does the literature state about the importance of Literacy – in particular reading and writing?*  *What does research tell us about the best ways to improve Literacy and how does this relate to the key concepts on the English Curriculum?* | SC5 | WDS |
| CCF evidence base | Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1). | | | | |
| 2 | * Learning involves a lasting change of pupils’ knowledge or capabilities * The English Curriculum encompasses the two disciplines of Language and Literature study. * Research informs good practice in Teaching English | * Promote inclusion and diversity in English teaching * Ensure pupils have relevant discipline-specific knowledge, especially when being asked to think critically within English. | *What do you understand about the two disciplines in English?*  *How might a teacher teach language through literature and vice versa?*  *How inclusive is our curriculum? Does it advantage some pupils over others? How might we mitigate this?* | SC3 | WDS |
| CCF evidence base | \*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO> | | | | |
| 3  *What does effective pedagogy mean in English?* | * High quality English can be taught in a variety of ways. * Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. * Effective English teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. | * Include appropriate learning activities in an English lesson * Enable critical thinking by first teaching the necessary foundational content knowledge. * Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in English lessons. | *What do English teachers need to know before beginning to plan and teach new knowledge and skills?* | CP2  CP4 | WDS |
| CCF evidence base | Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002> | | | | |
| 4 | * Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. * In English and 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. | * Ensure pupils’ thinking is focused on key ideas in English * Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). * Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities | *How can English teachers sequence learning to support pupils in gaining new knowledge and skills?* | SC7  HPL 6 | WDS |
| CCF evidence base | Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296.https://doi.org/10.1023/A:1022193728205 | | | | |
| 5  *How do we plan for progression in English?* | * Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in English. * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in English. | * Connect learning to pupils’ prior knowledge. * Sequence English lessons so that pupils secure foundational knowledge before encountering more complex content. | *What does progression look like in English? How do we know if our pupils are making progress?* |  | WDS |
| CCF evidence base | Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>. | | | | |
| 6  Academic Achievement Week | * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. This is particularly important in primary education. | * Build upon prior knowledge (including from KS2) | *What have you learnt about progression in English from visiting a Primary School?* | HE6 | WDS |
| CCF evidence base | Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002. | | | | |
| 7 | * 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. * A spiral curriculum is important in helping pupils build cumulatively enough knowledge and develop skills in English. | * Plan sequences of learning in English that build upon prior knowledge. * Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of English. | *Do you agree that you can teach any concept in English to pupils at any age?* | HPL2 | WDS |
| CCF evidence base | Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5>. | | | | |
| 8  *How do English teachers Create a Secure and engaging Learning Environment where all are able to progress?* | * Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. | * Plan and adapt learning based on formative assessment. * Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). | *Give some examples of good formative assessment you saw on placement which improved pupils progress.*  *How can we engage pupils and help build their resilience when facing challenging material such as the C19th novel?* | HE2  MB4 | WDS |
| CCF evidence base | Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>. | | | | |
| 9 | * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure | * Ensure activities chosen clearly link to the intended learning outcomes of each lesson, and build towards the ambitious end goal of the sequence | *How did the best teachers encourage you to work hard in school? How did teachers encourage pupils on Year 1 placement to work hard?*  *How did you motivate yourself to overcome the challenges when faced with ‘difficult’ material?* | MB2  MB7 | WDS |
| CCF evidence base | Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. Journal of Educational and Psychological Consultation, 17(2–3), 191–210. https://doi.org/10.1080/10474410701413145 | | | | |
| 10  *How do children learn in English?* | * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. * English lessons need clear learning objectives – a key question for each lesson is useful in focusing learning | * Explicitly teach pupils the knowledge and skills they need to succeed in English * address some simple misconceptions in pupils’ knowledge and understanding of spelling, punctuation and grammar. | *What are the most important skills for a good English pupil?* | HPL3 | WDS |
| CCF evidence base | Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002. | | | | |
| 11 | * Prior knowledge plays an important role in how pupils learn in English * Committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. * A variety of recall and retrieval activities, regularly planned as part of the English curriculum can be beneficial in helping pupils make progress | * Present information to pupils clearly and in small chunks. * Successfully use modelling techniques, to aid pupils’ cognitive skills. | *What is the difference between modelling and demonstrating? Why is it important?* |  | WDS |
| CCF evidence base | Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839. | | | | |
| 12-13 Christmas break | | | | | |
| 14  *How do we adapt teaching in English?* | * Teachers can inspire pupils by having high expectations. * Scaffolds are useful, such as writing frames or sentence starters, but must be temporary and need removing. | * Set challenging objectives for all pupils * Support learners by scaffolding tasks – look at layers of scaffolding and consider when these could be removed. | *Explain how adaptive teaching helps pupils learn.*  *Some interpret adaptive teaching as giving pupils different tasks. Why might this be problematic for*  *a)the pupil*  *b)the teacher?* |  | WDS |
| CCF evidence base | Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641. | | | | |
| 15-16  Assessment Weeks | | | | | |
| 17  Start of Semester 2 | * There are formal SEN designations which some pupils have * Some pupils need more support than others to progress through the English curriculum. * Additional adults and peers can be used to help pupils to learn, when they are used effectively | * Accommodate learners with Specific difficulties such as dyslexia, dyspraxia, ADHD * make accurate decisions – with support from colleagues, about the kinds of support that individual learners need. | *What is an EHCP? How should we as English teachers use them?*  *What does good adaptive teaching entail?* |  | WDS |
| CCF evidence base | Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/>. | | | | |
| 18  *How do we manage behaviour in the English classroom?* | * Behaviour is built upon routines, responses and relationships in the English classroom. * A consistent whole school approach to behaviour works. | * Have high expectations of pupils’ behaviour and remind pupils of expectations * use a school’s behaviour system consistently. | *What kinds of routines have you observed in the classroom?*  *Why are opening and closing routines important?*  *What systems and policies have you observed? How were these applied by teachers?* |  | WDS |
| CCF evidence base | Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | | | | |
| 19 | * non-verbal signals can be useful in quietly managing behaviour in the class. * Careful lesson planning can minimise potential disruption, looking for potential ‘hot spots’ such as transitions during collaborative learning. | * Manage low level misbehaviour behaviour, including the use of praise * seek the right level of support when dealing with challenging behaviour | *How are good relationships built in the classroom?*  *What non-verbal signals to manage behaviour have you witnessed in the classroom?*  *How do you consider behaviour management when planning your lessons?* |  | WDS |
| CCF evidence base | DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167. | | | | |
| 20  *How do we assess in English?* | * Effective assessment is critical to English teaching because it provides teachers with information about pupils’ understanding and needs. * Formative assessment is ‘in the moment’ and should help pupils to make progress. It happens subtly and consistently | * Ask questions that enable pupils to know more and remember more in English * use questioning and non-verbal reactions as formative feedback during English lessons | *Explain how questioning is used in the classroom to*   1. *assess knowledge and understanding* 2. *challenge pupils to develop knowledge and understanding.* |  | WDS |
| CCF evidence base | Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf> | | | | |
| 21 | * Summative Assessment is a tool for judging how much of the English curriculum a pupil has learnt at a moment in time * Formative assessment, done well, helps to improve summative assessment results in English | * Include summative and formative assessments as part of planning * adapt teaching so that all pupils progress through the English curriculum in order to succeed in summative assessments. | *Consider summative and formative assessment. Who benefits from each? Which is more important to:*  *a) pupils*  *b) teachers*  *c) parents / carers* |  | WDS |
| CCF evidence base | Harlen, W. & James, M. (1997) Assessment and Learning: differences and relationships between formative and summative assessment, Assessment in Education: Principles, Policy & Practice 4:3, 365-379.  Kluger, A. N., & DeNisi, A. (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284. <https://doi.org/10.1037/0033-2909.119.2.254>. | | | | |
| 22  AAW | * English Teachers can inspire pupils by having high expectations, particularly of learners with EAL. * EAL is not a SEN. * Some pupils need more support than others to progress through the English curriculum. * Additional adults and peers can be used to help pupils to learn, when they are used effectively. | * Set challenging objectives for all pupils * Support learners by scaffolding tasks and providing support. * Accommodate learners with EAL * make accurate decisions – with support from colleagues, about the kinds of support that individual EAL learners need. | *How would you plan to support a learner with EAL in English?* |  | WDS |
| CCF evidence base | Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. English Language Teaching, 3(2), P22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081569.pdf> | | | | |
| 23 *How do we use collaborative learning in English*? | * Paired and group activities can increase pupil success in English, but to work together effectively pupils need guidance, support and practice. * How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. | * 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). | *When planning for collaborative learning, what should teachers consider to ensure it will enable learning?*  *What different types of groupings might we use in the classroom? What are the advantages and disadvantages of each?* | CP9  CP10 | WDS |
| CCF evidence base | Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962>. | | | | |
| 24  *What is good English learning out of school?* | * Homework can improve pupil outcomes in English, 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. | * Plan home learning that extends or reinforces learning in school. | *What homework policies have you observed in school?*  *How do we ensure homework is meaningful and purposeful?* | CP11 | WDS |
| CCF evidence base | Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. Theory Into Practice, 41(2), 64–70. <https://www.jstor.org/stable/1477457?seq=1#page_scan_tab_contents>. | | | | |
| 25  *How do we deliver High Quality English?* | * High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary, therefore class discussion of difficult concepts or challenging subject matter is vital. * Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as figurative language, concrete and accessible. | * 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. * Narrate 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). | *Write the commentary for modelling a PEE paragraph to analyse language use.* | CP7  CP3 | WDS |
| CCF evidence base | Alexander, R. (2017) Towards Dialogic Teaching: rethinking classroom talk. York: Dialogos. | | | | |
| 26 | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. * Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. * Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | * How to take into account pupils’ prior knowledge when planning how much new information to introduce. * 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). | *How could you gauge pupils’ prior knowledge when beginning a new topic, such as ‘Romeo and Juliet’?*  *Look at the lesson plan you produced for your SEC1002 assessment – Are there distractions in your plan that might take attention away from your learning objective?* | HPL4  HPL5  HPL8 | WDS |
| CCF evidence base | Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017) Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764–771. <https://doi.org/10.1080/09658211.2016.1220579>. | | | | |
| 27-28 Easter Break |  | | | | |
| 29  *What are my wider responsibilities as an English teacher?* | * DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report | *What are the legal responsibilities of schools and teachers?*  *How do these differ from contractual responsibilities?* | PB6 | WDS |
| CCF evidence base | \*Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ | | | | |
| 30 | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * English 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. | * Engage critically with research and using evidence to critique practice. * work as part of a professional team in an English department * Contribute 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). | *How has your knowledge of teaching and learning developed so far?*  *Beyond teaching English, how might you contribute to the wider school culture?* | PB2  PB3 | WDS |
| CCF evidence base | Allen, B. and Sims, S. (2018) The Teacher Gap. Abingdon: Routledge. | | | | |
| 31  Developmental Placement 1 | * English Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. * DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort in English. * Set tasks in English lessons which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. * Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like) | What have you learnt about the importance of having high expectations?  What do you think a positive learning environment looks like in English? How would you plan for this?  How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this? | HE2  HE6  PB6 | WDS |
| CCF evidence base | Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. https://doi.org/10.1080/15427609.2016.1164552. | | | | |
| 32  Developmental Placement 2 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. * A school’s English curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. * English must be objective, critical and inclusive. A culture of mutual trust and respect supports effective relationships between English teachers and their pupils. | * Include appropriate learning activities in an English lesson * Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities * teach key concepts through a range of examples * Apply rules, sanctions, rewards, and praise in line with the school policy. * Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names) | How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?  Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work?  Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? | MB1  MB2  SC1 | WDS |
| CCF evidence base | Education Endowment Foundation (2018) Improving behaviour in schools. Accessed from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | | | | |
| 33  Developmental Placement 3 | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. * Effective English teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | * Plan sequences of lessons that ensure foundational knowledge is secure before moving onto new, or more complex content and break complex material into small steps. * Ensure sequences of lessons consider possible misconceptions and are not overly 'cluttered', distracting from the key content being taught. * Ensure sequences of lessons build upon pupils' prior knowledge and regularly reviewing building knowledge, supporting pupils' recall and allowing opportunities for practice. * Consider strategies for adapting teaching by identifying pupils who may need new content breaking down and liaising with the SENDCO/staff to support individual needs within lesson interventions. | What have you learned about the importance of carefully sequencing content?  Have you identified clear learning objectives / outcomes for each lesson that focus on the key concepts being learned?  What have you learned about the nature of your classes, including any individuals with specific needs? | HPL4  CP2  AT2 | WDS |
| CCF evidence base | Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS  High-quality teaching for pupils with SEND. [Online] Accessible from: EEF\_High\_Quality\_Teaching\_for\_Pupils\_with\_SEND.pdf (educationendowmentfoundation.org.uk ) | | | | |
| 34  Developmental Placement 4 | * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. * 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. | * Consider the effectiveness of adaptive teaching. Are the strategies in place supporting individuals to access learning and make progress? * Contribute to the wider life of the school and its culture to enable a shared responsibility for improving the lives of pupils. * Personalise systems and routines which promote efficient time and task management. * Protect time for rest and recovery and how to promote good mental well-being. | What strategies have you used to adapt your teaching? What has worked well / not so well?  What opportunities are you able to take up to become involved in wider school life?  Why are professional duties / responsibilities important (eg break duty)?  How do experienced teachers manage their workload effectively? | AT3  PB3 | WDS |
| CCF evidence base | Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704>. | | | | |
| 35 Half Term Break |  | | | | |
| 36  Developmental Placement 5 | * Good assessment helps English teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. * 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 in English * 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. | * Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) * Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions * Prompt pupils to elaborate on their responses to check secure understanding * Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task | Where have you been able to utilise summative and formative assessment? How effectively do you utilise your formative feedback to help pupils progress?  How does the English department assess pupils? How is this reflected in your planning and teaching?  How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? | A2  A5  CP6 | WDS |
| CCF evidence base | Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. | | | | |
| 37  Developmental Placement 6 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. * Setting clear expectations can help communicate shared values that improve classroom and school culture. | * Manage low level disruption in the English classroom, particularly through positive reinforcement. * Use the school's BM policy consistently to manage classrooms. * Review lesson plans to ensure correct level of challenge / pupil activity to avoid drift. * Provide the necessary scaffolds for pupils and decide how and when to remove them. * Check and develop pupils' recall of prior knowledge | How do experienced teachers use non-verbal signals to manage their classroom?  When should sanctions be escalated - according to the school's BM policy?  How does careful planning support behaviour management by avoiding or minimising issues? | MB1  MB2  HE4 | WDS |
| CCF evidence base | Gutman, L. & Schoon, L. (2013) The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf> | | | | |
| 38  Developmental Placement 7 | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs * Over time, feedback should support pupils to monitor and regulate their own learning. * Working with colleagues to identify efficient approaches to assessment is important; | * How to utilise externally validated material (such as past papers) to structure assessment tasks. * Draw conclusions about pupil learning based on patterns of performance over a period of time * Scaffold and structure self and peer assessment, making use of model answers which highlight key details. * Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils and giving them time to respond to such feedback (e.g. responding to feedback in their book) | How do assessment practices in the English department motivate pupils to take ownership of their learning? How does it prepare them for GCSE or future study?  How do you plan to check for prior knowledge and pre-existing misconceptions?  How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous? | A1  A6  A7 | WDS |
| CCF evidence base | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | | | | |
| 39  Developmental Placement 8 | * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement. * Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment * Reflect upon their own personal and professional conduct. * Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour) | How well are you collaborating with other expert colleagues in your department and/or school?  How effective is your understanding of the school’s safeguarding policy? Has this knowledge been put to the test?  Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? | PB1  PB2  PB6 | WDS |
| CCF evidence base | Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | | | | |
| **End of Year 2** | | | | | |