

FOUNDATION PHASE

'Learn how to...'

SECTION 1: High Expectations			
Aspect	<i>"Receive clear, consistent and effective mentoring in how to..."</i>	<i>"Discussing and analysing with expert colleagues how to...", ...and/or... "observing how expert colleagues..."</i>	<i>"Take opportunities to practice, receive feedback and improve at..."</i>
Communicate a belief in the academic potential of all pupils, by:	<ul style="list-style-type: none"> set tasks that stretch pupils, but which are achievable, within a challenging curriculum. 		<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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). 		<ul style="list-style-type: none"> 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

SECTION 2: How Pupils Learn

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Avoid overloading working memory, by:	<ul style="list-style-type: none"> take into account pupils’ prior knowledge when planning how much new information to introduce. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> sequence lessons so that pupils secure foundational knowledge before encountering more complex content. identify possible misconceptions and plan how to prevent these forming. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> 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. design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. 	<ul style="list-style-type: none"> 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).

SECTION 3: Subject and Curriculum

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Deliver a carefully sequenced and coherent curriculum, by:	<ul style="list-style-type: none"> identify essential concepts, knowledge, skills and principles of the subject. 	<ul style="list-style-type: none"> Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach. the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> how they balance exposition, repetition, practice of critical skills and knowledge. 	<ul style="list-style-type: none"> Drawing explicit links between new content and the core concepts and principles in the subject.
Develop fluency, by:		<ul style="list-style-type: none"> Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
Develop pupils’ literacy, by:	<ul style="list-style-type: none"> model reading comprehension by asking questions, making predictions, and summarising when reading promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). 	<ul style="list-style-type: none"> Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. how to support younger pupils to become fluent readers and to write fluently and legibly. teach different forms of writing by modelling planning, drafting and editing. 	<ul style="list-style-type: none"> 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).

SECTION 4: Classroom Practice

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Plan effective lessons, by:		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> provide scaffolds for pupil talk to increase the focus and rigour of dialogue. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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

DEVELOPMENT PHASE

'Learn how to...'

SECTION 5: Adaptive Teaching			
Aspect	<i>"Receive clear, consistent and effective mentoring in how to..."</i>	<i>"Discussing and analysing with expert colleagues how to...", ...and/or... "observing how expert colleagues..."</i>	<i>"Take opportunities to practice, receive feedback and improve at..."</i>
Develop an understanding of different pupil needs, by:	<ul style="list-style-type: none"> support 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. 		<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> 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. balance input of new content so that pupils master important concepts. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Discussing and analysing with expert colleagues how Discussing and analysing with expert colleagues how 	<ul style="list-style-type: none"> the placement school changes groups regularly, avoiding the perception that groups are fixed the placement school ensures that any groups based on attainment are subject specific. 	<ul style="list-style-type: none"> Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum

SECTION 6: Assessment

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Avoid common assessment pitfalls, by:		<ul style="list-style-type: none"> 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). choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). 		<ul style="list-style-type: none"> Using assessments to check for prior knowledge and pre-existing misconceptions. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitoring pupil work during lessons, including checking for misconceptions.
Provide high-quality feedback, by:	<ul style="list-style-type: none"> scaffold self-assessment by sharing model work with pupils, highlighting key details. 	<ul style="list-style-type: none"> 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). ensure feedback is specific and helpful when using peer- or self assessment. 	<ul style="list-style-type: none"> Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
Make marking manageable and effective, by:	<ul style="list-style-type: none"> record data only when it is useful for improving pupil outcomes. 	<ul style="list-style-type: none"> develop an understanding that written marking is only one form of feedback. 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. 	<ul style="list-style-type: none"> 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

SECTION 7: Managing Behaviour

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Develop a positive, predictable and safe environment for pupils, by:	<ul style="list-style-type: none"> respond quickly to any behaviour or bullying that threatens emotional safety. 		<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> Establish routines at the beginning of the school year, both in classrooms and around the school 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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:		<ul style="list-style-type: none"> Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. experienced colleagues provide opportunities for pupils to articulate their longterm goals and helping them to see how these are related to their success in school. 	<ul style="list-style-type: none">

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| | | <ul style="list-style-type: none">• support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | |
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SECTION 8: Professional Responsibilities

Aspect	<i>“Receive clear, consistent and effective mentoring in how to...”</i>	<i>“Discussing and analysing with expert colleagues how to...”, ...and/or... “observing how expert colleagues...”</i>	<i>“Take opportunities to practice, receive feedback and improve at...”</i>
Develop as a professional, by:	<ul style="list-style-type: none"> engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. Understand the duties relating to Part 2 of the Teachers’ Standards. 		<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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. ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. 	<ul style="list-style-type: none"> 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. share the intended lesson outcomes with teaching assistants ahead of lessons. 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Discussing and analysing with expert colleagues 	<ul style="list-style-type: none"> Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. 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. 	<ul style="list-style-type: none"> Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).