



St Mary's
University
Twickenham
London

Core Content Framework (CCF)

THE 'SPINE' OF THE PGCE

What is 'Professional Studies'?

Diversity and Inclusion

School Experience

Tutorials

Lectures

**PROFESSIONAL
STUDIES**

Assignments

Workshops

Subject Sessions

Enrichment Opportunities

Portfolio of Evidence



How do Professional Studies (PS) and the Core Content Framework (CCF) Connect?

Professional Studies

- Lectures
- Workshops
- School experience
- Assignments
- Etc.

Core Content Framework

- Identifies key knowledge and skills required
- *'Learn that...'*
- *'Learn how to...'*

Teacher Standards

- Part 1 - 8 Teacher Standards
- Part 2 – Statutory Requirements

QTS



CCF the Foundation of St Marys' Provision

Core
Content
Framework

- Identifies key knowledge and skills required
- *'Learn that...'*
- *'Learn how to...'*

Professional
Studies

- Lectures
- Workshops
- School experience
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- Etc.

Teacher
Standards

- Part 1 - 8 Teacher Standards
- Part 2 – Statutory Requirements

QTS

CCF the Foundation of St Marys' Provision

Audit
Existing
Provision

- Against the CCF statements

Enhanced
PS Provision

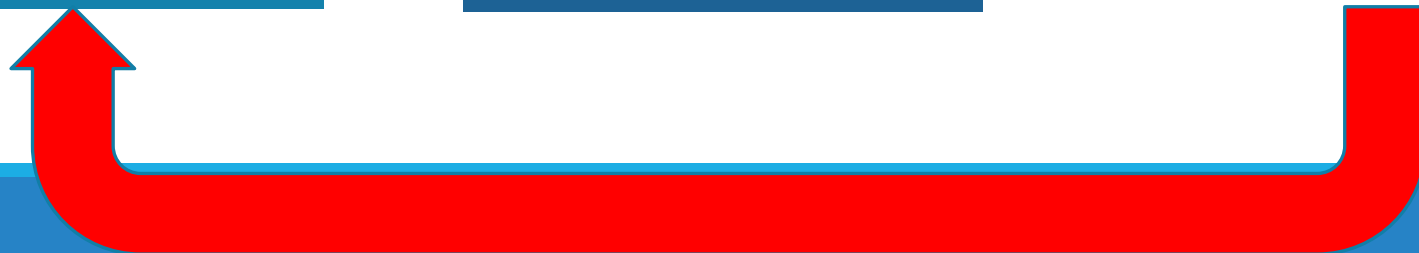
- Full coverage of 'Learn that...' statements
- Partial coverage of 'Learn how to...'

Intelligently
Sequenced
Curriculum

- Foundation Phase – CCF Sections 1-4
- Development Phase – CCF Sections 5-8

Communica
tion with
Schools

- Foundation (1-4)
- Development (5-8)
- Audit shared on partnership portal



Connecting CCF with Teacher Standards

CCF SECTIONS

CCF AREAS

TEACHER STANDARDS

S1: High Expectations
Behaviour Management

TS1: High Expectations

S2: How Pupils Learn

TS2: Promote good progress and outcomes

S3: Subject and Curriculum
Pedagogy

TS3: Good subject and curriculum knowledge

S4: Classroom Practice

TS4: Plan and Teach Well structured Lessons

S5: Adaptive Teaching
Curriculum

TS5: Adapt teaching

S6: Assessment

TS6: Assessment

Assessment

S7: Behaviour Management

TS7: Behaviour Management

Professional Behaviours

TS8: Fulfil wider professional responsibilities



How PS and the CCF Connect

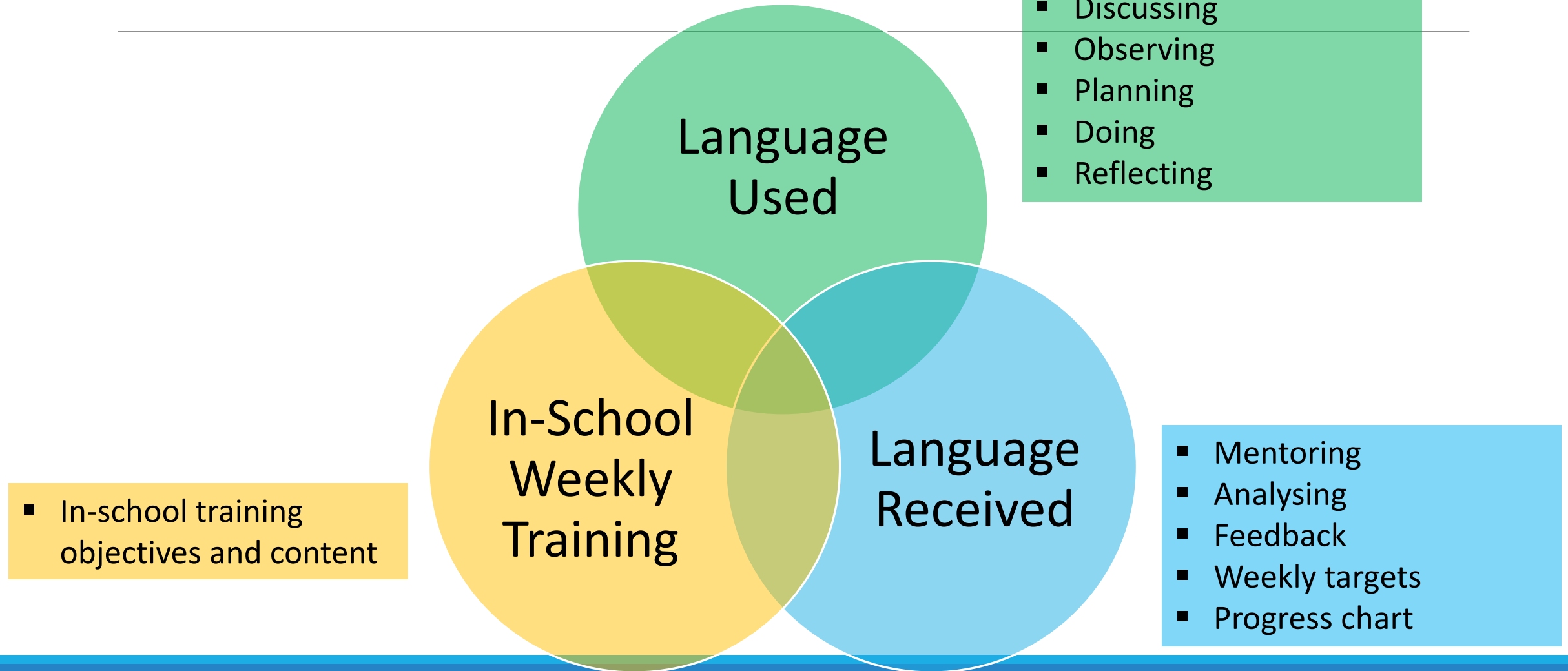
CCF Core Area (5)	CCF Section (8) (Teacher Standards)	PS Lecture (‘Learn that...’)	PS Workshop (‘Learn how to...’)
Behaviour Management	S1 High Expectations (TS1 Set High Expectations)	<ul style="list-style-type: none"> Professional Behaviours: Values (video) 	<ul style="list-style-type: none"> High Expectations: Role of the Form Tutor
	S7 Managing Behaviour (TS7 Manage Behaviour Effectively)	<ul style="list-style-type: none"> Managing Behaviour 	<ul style="list-style-type: none"> Managing Behaviour
Pedagogy	S2 How Pupils Learn (TS2 Promote Good Progress)	<ul style="list-style-type: none"> How Pupils Learn 1: Cognition How Pupils Learn 2: Emotionally Informed Learning Pupil Progress 	<ul style="list-style-type: none"> How Pupils Learn
	S4 Classroom Practice (TS4 Plan and Teach Well Structured Lessons)	<ul style="list-style-type: none"> Covered predominantly through subject lectures and workshops 	
	S5 Adaptative Teaching (TS Adapt Teaching)	<ul style="list-style-type: none"> Adaptive Teaching: Recognising opportunities and barriers to learning Inclusive School Adaptive Teaching: EAL/Literacy Adaptative teaching: Closing the reading gap - input from Primary 	<ul style="list-style-type: none"> Adaptive Teaching: SEND
Curriculum	S3 Subject and Curriculum (TS3 Demonstrate Good Subject and Curriculum Knowledge)	<ul style="list-style-type: none"> Curriculum Landscape Good Subject and Curriculum Knowledge: Curriculum Making Epistemic Insight 1-4 (Sessions 2&3 videos) 	<ul style="list-style-type: none"> Literacy
Assessment	S6 Assessment (TS6 Make Accurate and Productive Use of Assessment)	<ul style="list-style-type: none"> Assessment: Formative Learning Assessment: Effective use of data for learning 	<ul style="list-style-type: none"> Assessment: Formative Learning Assessment: Effective use of data for learning and numeracy
Professional Behaviours	S8 Professional Behaviours (TS8 Fulfil Wider Professional Responsibilities)	<ul style="list-style-type: none"> Teacher Well-Being & Resilience 	<ul style="list-style-type: none"> Peer Coaching
PART 2 and Statutory Duties		<ul style="list-style-type: none"> Professional Behaviours: Safeguarding Professional Behaviours: The Teacher and the Law (video) BSLM (video) British Values (video) Professional Behaviours: RSE 	

CCF - Minimum Entitlement

- ❑ *'Expert colleagues'* – observe, discuss, analyse, deconstruct
- ❑ *'Practise'* – opportunities to rehearse and refine particular approaches identified in the *'Learn how to...'* statements.
- ❑ *'Effective mentoring'* – evidence-based feedback. A structured process to enhance your teaching
- ❑ Best evidence
- ❑ ***The language of the CCF permeates through all aspects***

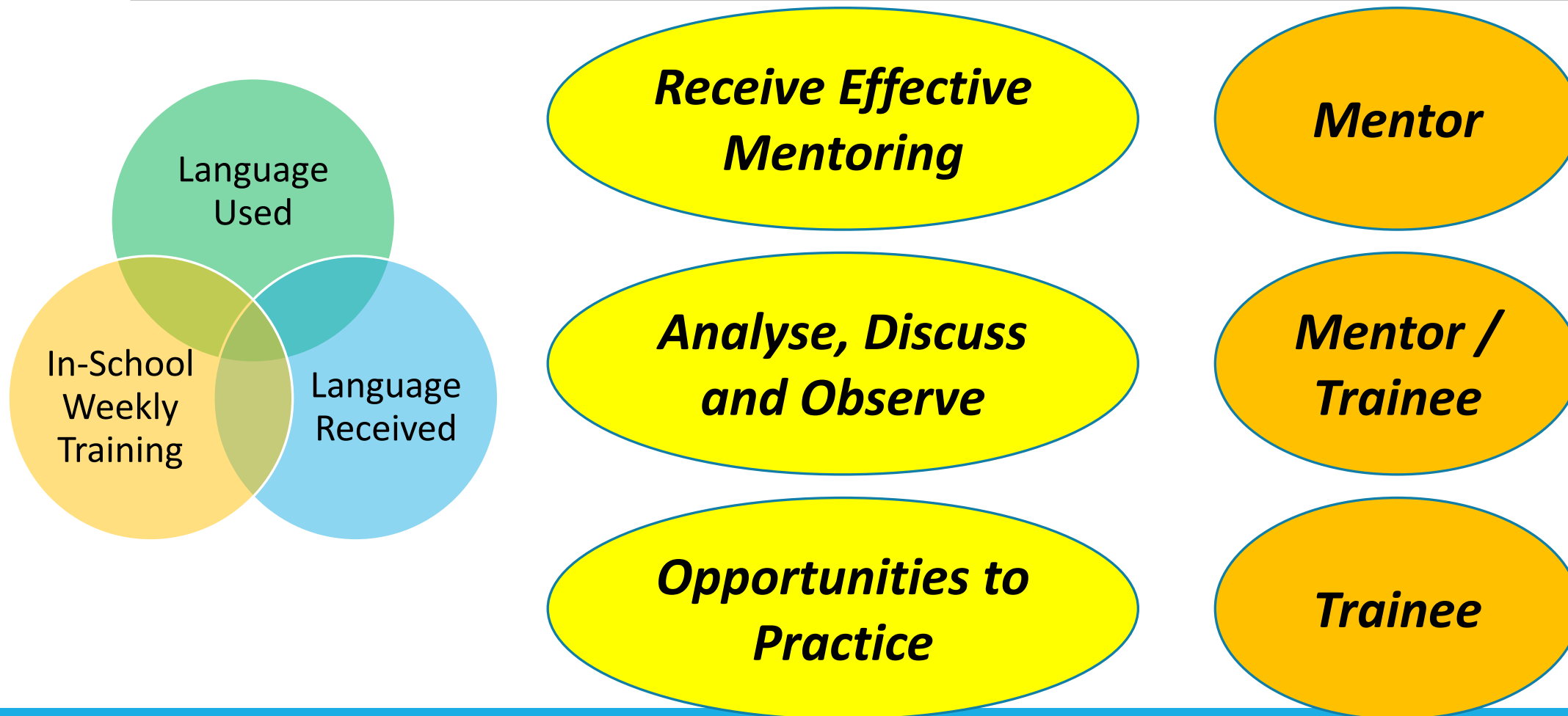


Developing CCF Knowledge





Developing *'Learn how to...'*





CCF - 'Learn How to...'

Mentor

**Mentor /
Trainee**

Trainee

SECTION 2: HOW TO... LEARN

Aspect	<i>"Receive clear, consistent and effective mentoring in how to..."</i>	<i>"Discussing and learning 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).



CCF in Schools

- Expectations of Mentors / Trainees?
- Curriculum Sequencing
- CCF Language
 - ...CCF Areas? Sections? Section Aspects?
- ECF with CCF?
- Feedback...

CCF the Foundation of St Marys' Provision

Audit Existing Provision

- Against the CCF statements

Enhanced PS Provision

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Intelligently Sequenced Curriculum

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Communication with Schools

- Foundation (1-4)
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Next Steps

Partnership – review in 1 month

Next Steps

3 Important Records

Weekly Lesson Feedback

 27/08/2021

Incomplete

[View](#)

Lesson Observation 31/08/2021

Incomplete

[View](#)

Weekly Training Meeting

 27/08/2021

Incomplete

[View](#)

Weekly Training Meeting

Recorded on Abyasa by you and verified by your mentor.

Once a week

Be prepared – reflect on previous week and be ready to discuss successes and areas for development.

Weekly Training Meeting

 **27/08/2021**

Incomplete

[View](#)

Observations

You will observe lessons to gain experience

Some (*not all*) need to be recorded as evidence of thinking and learning.

Be professional – you are not ‘inspecting’ - you are observing practice.

Develop a purpose – think ahead and request specific opportunities later in placement.

With permission, engage rather than sitting at back of a room.

Lesson Observation 📅 **31/08/2021**

Incomplete

[View](#)

Weekly Lesson Feedback

You will be given formal and informal feedback by school based expert colleagues and university tutors.

A record of formal feedback needs to be placed on Abyasa.

1 formal feedback for each KS taught – may take a little time.

Weekly Lesson Feedback

 **27/08/2021**

Incomplete

[View](#)

Time Table

You should have a TT that allows you to build up to some 7 – 9 hours of teaching per week.

Should include KS3 and KS4 (Y9 is not KS4)

Should build up from starters / plenaries or group task teaching to whole lessons to sequences of lessons in both KS.

Should indicate 7-9 hours of observation.

Share with subject tutors any concerns but TT will not always be ready in week 1 of your experience!

Weekly Training Meeting must be on timetable.

Tutor Support

University tutors are available throughout placement for support – obvious!

Tutors will:

- Make an **online** visit to check how you have settled (Initial MQA form completed by university tutor)
- Make a **face to face** visit to review your progress **and** confirm provision of experience (MQA = Monitoring and Quality Assurance)

Do not wait until visit to share successes or concerns you might have

Final Paperwork

An summative point of assessment takes place towards the end of the placement.

The Progress Record will be added to the timeline on *Abyasa*.

This is to indicate progress related to CCF.

Trainees are not assessed against the TS until the final phase placement (Consolidation)

CCF

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