Learners First Primary NQT Programme 2020-21

The Learners First primary NQT programme has been designed to complement in-school CPD and support for NQTs. It has been organised into the core themes of the **Early Career Framework (ECF)** and will be delivered through a series of online training and, when safe to do so, school-based face to face sessions designed by a range of Specialist Leaders of Educations (SLEs), headteachers and lead practitioners. The programme has been designed to provide a progressive professional development pathway with practical support, strategies and ideas to ensure that colleagues **'learn that'** from a variety of **'learn how to'** elements from the first phase of the **ECF.** The programme has been designed to be aligned with the **Early Career Framework** which progresses from the **ITT Core Content Framework.** There are several groups to accommodate numbers and preferences. NQTs should select a preferred group on application (first choice preferences will be accommodated where possible). NQTs are required to attend all sessions for their chosen group across the programme. There will be intercessional tasks connecting the sessions and it is essential that NQTs should have the support of an in-school mentor to maximise the impact of the programme. An overview of the programme is outlined below and full details of each session and how they link to the ECF are provided overleaf.

Bookings should be made via the following links or from the website. **Book Here: Group 1 – ECT001:** https://forms.gle/hFRWJYcyUzj4wjTk7 **Group 2 - ECT002:** https://forms.gle/P6iG6umkvVjfh7336 **Group 3 - ECT003:** https://forms.gle/3viBs6pRddtJo4gK8

Module Title	Dates & Venue For Each Group			Links to the Early Career Framework (ECF)
Appropriate Body	*Induction tutor/mentor training DATE:* **Tuesday 29th September (9.30-11.30am) OR Thursday 1st October (1.30-3.30pm)** *For **new** NQT induction mentors only.* Venue: **ONLINE** *via Zoom*			**Appropriate Body:** *For those who select to access the Appropriate Body function through Learners First, this session will focus on the role, remit and responsibility of the Induction Tutor*
	Group 1 (ECT001)	**Group 2 (ECT002)**	**Group 3 (ECT003)**	
Succeeding in Teaching	**Date:** Monday 14th Sept 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	**Date:** Wednesday 23rd Sept 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	**Date:** Tuesday 13th October 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	● High Expectations ● Professional Behaviours
Creating a Positive Climate for Learning	**Date:** Friday 9th Oct 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	**Date:** Wednesday 14th Oct 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	**Date:** Thursday 12th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via Zoom	● High Expectations ● Behaviour
Understanding Learning and Progress	**Date:** Tuesday 10th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Friday 20th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Thursday 14th Jan 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	● Classroom Practice ● Assessment
Delivering High Quality Subject Teaching **Literacy**	**Date:** Tuesday 19th January 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Thursday 28th January 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Wednesday 10th February 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	● How pupils Learn ● Subject & Curriculum ● Adaptive Teaching
Delivering High Quality Subject Teaching **Maths**	**Date:** Wednesday 3rd Feb 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Tuesday 9th Feb 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Wednesday 24th Feb 2021 **Time:** 9.00am – 3.30pm **Venue:** : TBC	● How pupils Learn ● Subject & Curriculum ● Adaptive Teaching
Raising Attainment for All Groups of Learners	**Date:** Tuesday 2nd March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Wednesday 10th March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Thursday 18th March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	● Adaptive Teaching ● Assessment

Early Career Professional Development Conference	Date: Wednesday 24th March 2021 Time: 9.00am – 3.30pm Venue: TBC	● High Expectations ● Behaviour

Full Programme Details

Module	Purpose	On successful completion NQTs will 'learn that' ECF	On successful completion NQTs will learn 'how to' ECF	Teaching Standards	Delivery Schedule / Group Details		
Succeeding in Teaching	With a focus on the relationship between personal effectiveness and professional development (including the importance of their professional learning, well-being and resilience), NQTs will explore how to establish themselves as effective classroom teachers at the start their careers and as they progress in the teaching profession. Through this module, NQTs will also consider different approaches and styles of teaching and understand more about their personal preferences. They will be supported to reflect upon their ITT experiences and their own practice to identify strengths and areas for development. The session will make reference to the new Ofsted framework and support them to consider appropriate strategies to enhance their effectiveness and contribution as classroom teachers. **Links to Early Career Framework:** High Expectations Professional Behaviours	● The relationship between personal effectiveness, professionalism and professional development ● How to effectively establish themselves within the profession and article their own values as a teacher and how this fits with the ethos and vision of their school ● The interconnected relationship between 'intent, implementation and impact' and how this relates to the new Ofsted framework **ECF:** **High Expectations** Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. Setting clear expectations can help communicate shared values that improve classroom and school culture. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. **Professional Behaviours:** Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including supporting and developing effective relationships with colleagues. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour, and academic success Teaching assistants can support pupils more effective when they are prepared for lessons by teachers, and when Tas supplement rather than replace support from teachers.	● Recognise their own strengths and areas for development and identify strategies to further enhance and address these areas ● Articulate with confidence their professional and personal values, motivation and passion for developing as effective teachers and leaders of the future ● Set and establish high personal and professional expectations **ECF:** **High Expectations** **Communicate a belief in the academic potential of all pupils, by:** • Using intentional and consistent language that promotes challenge and aspiration. • Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes). **Demonstrate consistently high behavioural expectations, by**: • Creating 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). **Professional behaviours** **Develop as a professional, by:** • Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. • Strengthening pedagogical and subject knowledge by participating in wider networks. • Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. **Build effective working relationships, by:** • Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. • Sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for,	1. Set high expectations which inspire, motivate and challenge 8. Fulfil wider professional responsibilities	**Group 1 ECT001** Date: Monday 14th Sept 2020 Time: 9.00am – 3.30pm Venue: Online via Zoom	**Group 2 ECT002** Date: Wednesday 23rd Sept 2020 Time: 9.00am – 3.30pm Venue: Online via Zoom	**Group 3 ECT003** Date: Tuesday 13th October 2020 Time: 9.00am – 3.30pm Venue: Online via Zoom

		Engaging in high quality professional development can help teachers improve.	support from the teacher. • Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling **Manage workload and wellbeing, by:** • Using and personalising systems and routines to support efficient time and task management. • Understanding the right to support (e.g. to deal with misbehaviour). • Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). • Protecting time for rest and recovery					
Creating a Positive Climate for Learning	Through engagement with this module, NQTs will learn to create a positive and effective climate for learning and set high expectations which inspire, motivate and challenge pupils. The module focusses on effective behaviour management to ensure a good, positive and safe learning environment is established and maintained for all learners. NQTs will consider issues relating to the management of pupils' behaviour and how to promote good behaviour for learning within their own classroom. Through active participation, facilitated discussion and references to current research, NQTs will consider different approaches to creating a positive climate for learning within the classroom. This will include references to their contribution to communicating the school's vision and ethos; the curriculum; effective staff and pupil relationships; positive pupil engagement and behaviour; and the learning environment. **Links to Early Career Framework:** High Expectations Behaviour	• A deeper understanding of behaviour management and strategies for promoting good behaviour for learning (and how this is applied in their own school or setting) • The essential components of creating an outstanding climate for learning • An increased awareness of how to develop independence amongst learners and promote effective independent learning • Practical strategies to support effective time management and maintain resilience **ECF:** **High Expectations** Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils **Behaviour** 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. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	• Identify a range of behaviour strategies, their appropriateness and effectiveness • Access techniques in behaviour management to impact upon their own practice • Reflect professionally on their own and others practice • Effectively implement appropriate strategies in their own practice (which support their school's own policies and procedures). **ECF:** **High Expectations** **Demonstrate consistently high behavioural expectations, by:** • Creating 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). • 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 **Behaviour** **Develop a positive, predictable and safe environment for pupils, by:** • 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.	1. Set high expectations which inspire, motivate and challenge 7. Manage behaviour effectively to ensure a good and safe learning environment	**Date:** Friday 9th Oct 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via zoom	**Date:** Wednesday 14th Oct 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via zoom	**Date:** Thursday 12th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** Online via zoom	

			• 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. • Responding quickly to any behaviour or bullying that threatens emotional safety . **Establish effective routines and expectations, by:** • 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). • Practising routines at the beginning of the school year. • Reinforcing routines (e.g. by articulating the link between time on task and success). **Build trusting relationships, by**: • 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. • Responding consistently to pupil behaviour. **Motivate pupils, by**: • Supporting pupils to master challenging content, which builds towards long-term goals. • Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. • Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.				
Understanding Learning and Progress	This module will cover the foundations of how to plan and teach a well-structured lesson, making accurate and productive use of assessment. NQTs will consider good practice in relation to assessment for learning including the use of learning objectives and success criteria; effective marking and feedback; peer and self-assessment; and effective questioning techniques. NQTs will learn how to adapt their teaching to respond to the strengths and needs of all pupils, with particular reference to their current classes and school context. They will also be supported to consider the use of different sources of data and evidence and reflect upon the practice within their current school. **Links to Early Career Framework:** Classroom Practice Assessment	• How to identify aspects of outstanding learning and progress • How to develop and use questioning skills to impact on pupil progress • How to set effective learning objectives and success criteria • A range of effective peer and self-assessment techniques and how these are applied in their school/setting **ECF:** **Classroom Practice.** Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. **Assessment.** Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	• Reflect on their own teaching techniques to enhance practice • Understand and use their own school's data system to inform teaching delivery and inform progress measures • Confidently use a range of data sources and evidence to identify vulnerable groups of learners in their own class/school and inform their planning **ECF:** **Classroom practice** Stimulate pupil thinking and check for understanding, by: • 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. • Considering 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). • Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. **Avoid common assessment pitfalls, by:** • Planning formative assessment tasks linked to lesson	2. Promotes good progress and outcomes 4. Plan and teach a well-structured lesson 6. Make accurate and productive use of assessment	**Date:** Tuesday 10th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** tbc	**Date:** Friday 20th Nov 2020 **Time:** 9.00am – 3.30pm **Venue:** tbc	**Date:** Thursday 14th Jan 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc

			objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).				
		Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 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. 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.	**Check prior knowledge and understanding during lessons, by**: • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • 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**: • Focusing on specific actions for pupils and providing time for pupils to respond to feedback. • Appreciating that 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).				

Delivering High Quality Subject Teaching

This module focuses on how to plan and teach well-structured lessons, and sequences of lessons, that inspire, motivate and engage learners to maximise their progress across a range of subjects.

This module promotes good progress and outcomes for all learners and explores good subject and curriculum knowledge. However, throughout the module NQTs will also explore a range of subject areas and phases. Working in key stage specific groups related to their current teaching role, NQTs will further extend their understanding of the expectations within their key stage, enhance their subject and curriculum knowledge and learn how to identify outstanding teaching and learning.

Links to Early Career Framework:

How pupils Learn

Subject & Curriculum

Adaptive Teaching

- An overview of effective Teaching and Learning, including effective pedagogy and subject knowledge
- The effective and essential features of whole class and guided group work
- How progressive planning within a particular subject area supports improved pupil progress and outcomes

ECF:
How Pupils Learn
 Learning involves a lasting change in pupils' capabilities or understanding.

 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.

Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Subject & Curriculum
Secure subject knowledge helps teachers to motivate pupils and teach effectively.

Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.

Anticipating common misconceptions within particular

- Plan and deliver effective teaching and learning in a range of subjects
- Implement practical ideas to stimulate specific subject delivery
- Use practical ideas for stimulating learning and current curriculum developments

ECF
How Pupils Learn
Build on pupils' prior knowledge, by: • Identifying possible misconceptions and planning how to prevent these forming.
 • Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).
• Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content
• Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.
Increase likelihood of material being retained, by:
• Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
• Planning regular review and practice of key ideas and concepts over time.
• Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
 • Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting

3. Demonstrate good subject and curriculum knowledge

4. Plan and teach a well-structured lesson

	LITERACY		
	Date: Tuesday 19th January 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc	**Date:** Thursday 28th January 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc	**Date:** Wednesday 10th February 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc
	MATHEMATICS		
	Date: Wednesday 3rd Feb 2021 **Time:** TBC 9.00am – 3.30pm **Venue:** TBC	**Date:** Tuesday 9th Feb 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc	**Date:** Wednesday 24th Feb 2021 **Time:** 9.00am – 3.30pm **Venue:** tbc

		subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable *Literacy session:* 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. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. **Adaptive teaching** Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	elements). **Subject & Curriculum** **Deliver a carefully sequenced and coherent curriculum, by:** • Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. • Ensuring pupils' thinking is focused on key ideas within t he subject. **Develop fluency, by:** • Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). • Using retrieval and spaced practice to build automatic recall of key knowledge *Literacy session:* **Develop pupils' literacy, by**: • Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling. • Supporting younger pupils to become fluent readers and to write fluently and legibly. • Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. • Modelling reading comprehension by asking questions, making predictions, and summarising when reading. • Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). • Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing 14 (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). • Teaching different forms of writing by modelling planning, drafting and editing. **Adaptive Teaching** **Develop an understanding of different pupil needs, by**: • Identifying pupils who need new content further broken down. • Making use of formative assessment. **Group pupils effectively, by:** • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.				
Raising Attainment for All Groups of Learners	This module will enable NQTs to improve their practice and raise expectations so that all pupils, particularly vulnerable groups including SEND, FSM, EAL pupils and different ability pupils, can reach their potential. NQTs will learn how data and evidence can be used effectively to improve pupil performance and how to deploy a range of strategies for improving outcomes	● How class and pupil data can be used to inform teaching and learning and appropriate intervention ● Know when and how to differentiate appropriately to ensure all pupils are able to access learning and make appropriate progress ● Have a clearer understanding of the needs of all pupils, including identified vulnerable groups, and strategies to help engage and support their learning ● Strategies to better liaise with, support and direct other	● Demonstrate knowledge and understanding of how pupils learn and how this should inform their teaching ● Implement practical ideas to better support the learning and progress of vulnerable groups, including EAL and SEND pupils ● Appropriately differentiate lessons to better support and challenge the progress and attainment of all pupils ● Contribute more confidently and effectively to pupil progress meetings	2. Promotes good progress and outcomes 5. Adapt teaching to respond to the strengths and needs of all pupils	**Date:** Tuesday 2nd March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Wednesday 10th March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC	**Date:** Thursday 18th March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC

				8. Fulfil wider professional responsibilities			

Column 1:

for all pupils and ensure there are no underperforming cohorts.

There will be a particular focus on ensuring the delivery of inclusive, quality first teaching. NQTs will also be supported to consider the effective use of tracking and intervention, effective engagement with other specialist professionals (such as SENCOs and teaching assistants), and the effective use of pupil progress meetings to enhance and accelerate learning and progress.

Links to Early Career Framework:

Adaptive Teaching

Assessment

Column 2:

adults working within and beyond the classroom to promote accelerated pupil progress and improved outcomes

ECF:
Adaptive teaching
Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

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.

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.

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.

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.

Assessment:
Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.

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.

Over time, feedback should support pupils to monitor and regulate their own learning.

Column 3:

- Use class and pupil data and evidence more confidently

ECF:
Adaptive Teaching
Develop an understanding of different pupil needs, by:
• Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
• Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
Provide opportunity for all pupils to experience success, by:
• Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
• Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants.

Assessment:
Check prior knowledge and understanding during lessons, by:
• Using assessments to check for prior knowledge and pre-existing misconceptions.
• Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
• 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:
• Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
• Appreciating that 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).
• Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
• Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

Early Career Professional Development Conference **ECT016**	The early career professional development conference will bring together colleagues in the early stages of their teaching careers (ITTs, NQTs, RQTs) from different phases and contents. The conference will include case studies from different school leaders and be led by the inspirational, Dr Ger Graus. *'Children can only aspire to what they know exists…'* Dr Ger Graus is Global Director of Education at KidZania, the UK's first educational entertainment centre which provides children with experiential learning opportunities. He is also the former founding Director of the Children's University. In 2014, he was awarded an OBE in recognition for his services to children and young people. Drawing upon his school leadership and wider experiences, international work and work with local schools, Ger will share his unique insights to challenge some of the prevailing orthodoxies within education. He will guide and challenge delegates to consider how, in their role as teachers of the next generation, they can raise levels of expectation and the aspirations of children, schools and communities they serve. **Links to Early Career Framework:** High Expectations Behaviour	● How different learning environments and approaches to teaching can be used to enhance learning and promote better outcomes for pupils ● How different strategies can be incorporated into their teaching that enhance the engagement, excitement and motivation of learners **ECF:** **High Expectations** Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Setting clear expectations can help communicate shared values that improve classroom and school culture. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds **Behaviour** The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	● Reflect on their own teaching techniques to enhance practice within the classroom ● Demonstrate knowledge and understanding of how teaching and learning can be enhanced by innovative approaches and raised levels of aspiration, particularly for the most disadvantaged pupils **ECF:** **High Expectations** **Communicate a belief in the academic potential of all pupils, by:** • Using intentional and consistent language that promotes challenge and aspiration. • Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. **Behaviour** **Motivate pupils, by:** • Supporting pupils to master challenging content, which builds towards long-term goals. • Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school • Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.	1. Set high expectations which inspire, motivate and challenge pupils 2. Promotes good progress and outcomes	**Date:** Wednesday 24th March 2021 **Time:** 9.00am – 3.30pm **Venue:** TBC