# Curriculum Map – PGCE Secondary Science – 2024/2025

## i - Module overview

| Weeks | Sequenced curriculum module | ITaP and intensive enrichment |
|---|---|---|
| 1 - 2 | Professional Preparation [Centre-based] | Intensive Training and Practice (ITaP) 1 Behaviour Management - Week 4 |
| 3 - 13 | Professional Development [Centre and placement] | Intensive Training and Practice (ITaP) 2 Inclusion and adaptive teaching - Week 10 |
| 14 - 36 | Professional Enhancement [Centre and placement] | Intensive Training and Practice (ITaP) 3 – Pedagogy - Week 18 Intensive Training and Practice (ITaP) 4 – Curriculum - Week 24 Intensive Training and Practice (ITaP) 5 – Assessment - Week 29 7 weeks of 80% timetable – Weeks 30-36 (includes a bank holiday) |
| 19, 37 & 38 | Professional Enrichment [Centre and placement] | Enrichment weeks: EDI, alternative education |

## ii – Time allocations overview

| Quality Requirements 2024/2025 | Minimum allocation (Postgraduate) | Allocation within our programme |
|---|---|---|
| General school placements | 24 weeks | 24 weeks |
| Hours in classrooms during general placements | 15 hours | 15 hours |
| Weeks of intensive training & practice | 4 weeks | 5 weeks |
| Planned hours during intensive practice week | 25 hours | 25 hours |
| Hours of expert support during intensive practice week | 5 hours | 5 hours |
| Weeks teaching at 80% timetable | 6 weeks | 7 weeks |
| Total programme length | 36 weeks | 38 weeks |

## iii - ADEPT Curriculum strands

### ADEPT curriculum
Ambitious, Diverse, Evidence-based and Professionally Transformative

| Curriculum Strand | Behaviour & expectations | Pedagogy & progress | | | Curriculum & subject | Assessment | Professional behaviours |
|---|---|---|---|---|---|---|---|
| CCF section | 1 | 7 | 2 | 4 | 5 | 3 | 6 | 8 |
| | Inclusion and adaptive teaching - 5 | | | | | | |
| | Wellbeing | | | | | | |

## iv – Detailed curriculum map

### Curriculum Sequence - Professional Preparation

| Training week and format | Curriculum Focus | Professional Studies Collective Session [Centre-based] | Subject Session [Centre-based] | Evidence-base | ADEPT Curriculum, Mentor training curriculum and notes |
|---|---|---|---|---|---|
| Week 1 (5 days) Centre-based Intensive theory Day 1 | **Collective: The ADEPT ITT curriculum and the Core Content Framework.** Trainees will learn about the ADEPT curriculum, it's sequential design and how it is underpinned by the CCF. They will explore how gaining the knowledge and skills of the curriculum will be applied in practice, including through Intensive Training and Practice. **Subject: What is Science Education?** Trainees will learn the history & legal framework of schooling in England, and how their subject fits within the wider framework of the curriculum. They will audit their own subject knowledge and devise a personal plan to enable them to address areas that require further development | **CCF Learn that...** 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 3.1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. **Learn how to...** Communicate a belief in the academic potential of all pupils, by: Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. | **CCF Learn that...** 3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. **Learn how to...** Deliver a carefully sequenced and coherent curriculum...and following expert input - by taking opportunities to practise, receive feedback and improve at: Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how a school's curriculum materials inform lesson preparation. | Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf. 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). 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 Department for Education (2019) ITT Core Content Framework, London: DfE **Subject-specific** Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ Hollins, M. (2011) ASE guide to secondary science education. Hatfield: Association for Science Education. Ireson, G., & Wellington, J. (2017). Science Learning, Science Teaching (4th edition). London: Routledge. Chapters 1-4. Ofsted research series: https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science National Curriculum link: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study | **ADEPT** Beh & Exp Ped & Pro Curr & Sub Assess Pro Beh Inc & Adap Wellbeing Initial supported self-audit of CCF 'learn that' Initial Subject Knowledge Audit (SKA) and action plan |
| Week 1 (5 days) Centre-based Intensive theory Day 2 | **Collective: How do children learn and how do we know?** Trainees will develop understanding of theories about how learning takes place, including cognitive architecture and theories of memory function and they will explore the evidence-base. They will see how this affects classroom teaching and consider the implications of this for their own teaching. Trainees will also be directed to how they might refer to these theories in the academic assignments. **Collective: Development of the teenage brain** Trainees will gain an initial understanding of how learning occurs and how the teenage brain differs from that of a child and an adult. | **CCF Learn that...** 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds 2.1 Learning involves a lasting change in pupils' capabilities or understanding. 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. **Learn how to...** Following expert input - by taking opportunities to practise, receive feedback and improve at: Using intentional and consistent language that promotes challenge and aspiration. | Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839. Bakemore, S. (2010). The Developing Social Brain: Implications for Education. Neuron Volume 65, Issue 6, p744–747. Blakemore, S. & Frith, U. (2005). The Learning Brain: Lessons for Education. Oxford: Blackwell. Blakemore, S. (2019). Inventing Ourselves: The Secret Life of the Teenage Brain. London: Black Swan. Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html . Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114. Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-of- learning. 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 Evans, K., Gerlach, C. & Kelner, S. (2007). The Brain and Learning in Adolescence in Understanding the Brain: The Birth of a Learning Science. OECD.Lee, J. (2013). Open your mind to the teachings of neuroscience. Published in The Times Educational Supplement 1st March 2013. | **ADEPT** Beh & Exp Ped & Pro Curr & Sub Assess Pro Beh Inc & Adap Wellbeing |

| Training week and format | Curriculum Focus | Professional Studies Collective Session [Centre-based] | Subject Session [Centre-based] | Suggested on-placement learning | Evidence-base | ADEPT Curriculum, Mentor training curriculum and notes |
|---|---|---|---|---|---|---|
| **Weeks 8 & 9**<br>**Centre-based**<br>**(2 days)**<br><br>**Placement-based**<br>**(8 days)** | **Collective: Inclusion (adaptive teaching)**<br>Trainees will develop an awareness of the context of Special Educational Needs and Disability (SEND). They will explore their responsibilities as a class teacher in relation to the SEND Code of Practice.<br><br>They will learn how to identify and adapt teaching according to pupils' differences and prior knowledge, both systematically and responsively.<br><br>**Subject: Adaptive teaching in science**<br>Trainees will consider how to adapt work to allow for specific and general learning difficulties and how to make practical work accessible to all. They will discuss how best to deploy a Teaching Assistant or other adult support in their classroom. | **CCF Learn that…**<br><br>5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.<br><br>5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.<br><br>5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.<br><br>5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.<br><br>7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.<br><br>7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.<br><br>8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.<br><br>8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | **CCF Learn that…**<br><br>5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.<br><br>5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.<br><br>5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.<br><br>5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.<br><br>5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.<br><br>5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.<br><br>5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.<br><br>7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.<br><br>7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.<br><br>8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. | **CCF Learn how to…**<br><br>**Develop an understanding of different pupil needs, by:**<br><br>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.<br><br>**Provide opportunity for all pupils to experience success, by:**<br><br>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.<br><br>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.<br><br>**Meet individual needs without creating unnecessary workload, by:**<br><br>Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.<br><br>**Group pupils effectively, by:**<br><br>Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.<br><br>Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific. | Briggs, S. (2016). Meeting Special Educational Needs in Primary Classrooms: Inclusion and How to Do It. Abingdon, Oxon: David Fulton Publishers.<br><br>Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in<br>schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from http://eprints.uwe.ac.uk/12342/<br>Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) SEN support: A rapid evidence assessment.<br><br>Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). SEN support: A rapid evidence assessment. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_R EA_Report.pdf<br><br>Davis, P., Florian, L, Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.<br><br>Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf<br>Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/<br><br>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit<br><br>Ellins, J., & Porter, J. (2005). Departmental differences in attitudes to special educational needs in the secondary school. British Journal Of Special Education, 32(4), 188-195. doi:10.1111/j.1467-8578.2005.00396.x<br><br>Florian, L. (2014). SAGE Handbook of Special Education : Two Volume Set. Los Angeles: SAGE Publications Ltd. Available as an e-book.<br><br>Frederickson, N. & Cline,T. (2009). Special Educational Needs, Inclusion And Diversity. Open University Press.<br><br>Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge.<br><br>Norwich, B. (2015). Changing policy and legislation and its effects on inclusive and special education: A perspective from England. British Journal of Special Education, 41, 4, 403-425 - copies to be made available.<br><br>Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35.<br><br>Useful websites;<br>https://www.specialneedsjungle.com/<br>http://www.nasen.org.uk/<br>https://www.nao.org.uk/wp-content/uploads/2019/09/Support-for-pupils-with-special-education-needs-summary.pdf<br><br>**Subject-specific**<br>Holden, C. & Cooke A. (2005). *Meeting SEN in the curriculum: science*. David Fulton: London.<br><br>Oswald, S. in: Hollins, M. (2011) *ASE guide to secondary science education*. Hatfield: Association for Science Education.<br><br>Chapter 5 in: Wellington, J. & Ireson, G. (2012) *Science learning, science teaching*. London: Routledge<br><br>Social Inclusion Special Edition (2002) School Science Review 305 (83). | **ADEPT**<br>Beh & Exp<br>Pro Beh<br>Inc & Adap<br>Wellbeing<br><br>Mentor Training Autumn 2 – 4 hrs<br><br>Mentor/mentee relationships (2) ITT curriculum (2): |

| Curriculum Focus | Professional Studies Collective Session [Centre-based] | Subject Session [Centre-based] | Suggested on-placement learning | Evidence-base | ADEPT Curriculum, Mentor training curriculum and notes |
|---|---|---|---|---|---|
| **Intensive Training and Practice (ITaP) 1: Behaviour management** | | | | | |
| **Week 4**<br><br>**Centre-based**<br>**(1 day)**<br><br>**Placement-based**<br>**(4 days)**<br><br>**Time allocation**<br>**5 days, 25 hours** | **Behaviour management**<br><br>**Retrieval, consolidation and application**<br>Trainees will revisit why behaviour is important, successful strategies to prevent negative behaviour and will refine how to respond to low-level disruption.<br><br>**Subject: Behaviour management in science**<br>Trainees will discuss causes of poor behaviour particularly in a science lesson and refine strategies to prevent such behaviour.<br><br>Following expert input, they will then practise, receive feedback and improve supported by mentors and lead mentors. | **CCF Learn that…**<br><br>1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.<br><br>1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.<br><br>1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.<br><br>1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.<br><br>1.5 A culture of mutual trust and respect supports effective relationships.<br><br>1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds<br><br>7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.<br><br>7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.<br><br>7.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. | **Following expert input - practise, receive feedback and improve at:**<br><br>Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.<br><br>Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.<br><br>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).<br><br>Giving manageable, specific and sequential instructions.<br><br>Checking pupils' understanding of instructions before a task begins.<br><br>Using consistent language and non-verbal signals for common classroom directions.<br><br>Using early and least-intrusive interventions as an initial response to low level disruption.<br><br>Establish effective routines and expectations, by: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.<br><br>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).<br><br>Reinforcing established school and classroom routines<br><br>Responding consistently to pupil behaviour.<br><br>Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.<br><br>**Motivate pupils, by:** | Beasley, J. (2014) The Perfect (Ofsted) Science Lesson (The Perfect Series). Independent Thinking Press.<br><br>Bennett, T. (2010). The behaviour guru: behaviour management solutions for teachers. London, Continuum.<br><br>Bennett, J., Lubben, F., & Hogarth, S. (2006) Bringing Science to Life: A Synthesis of the Research Evidence on the Effects of Context-Based and STS Approaches to Science Teaching. Science Education, 91(1), 36–74. https://www.york.ac.uk/media/educationalstudies/documents/staff-docs/Bennett%20Lubben%20Hogarth%202007.pdf .<br><br>Brophy, J. (2010). Motivating students to learn. Abingdon: Routledge.<br><br>Canter, L. (2010). Lee Canter's assertive discipline: Positive behavior management for today's classroom. Bloomington, IN: Solution Tree Press.<br><br>Dix, P. (2010). The essential guide to taking care of behaviour. Harlow: Pearson.<br><br>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.<br><br>Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75. https://doi.org/10.1002/pits.20206 .<br><br>Kohn, A. (1999). Punished by rewards: the trouble with gold stars, incentive plans, A's, praise and other bribes. New York: Houghton Mifflin.<br><br>Kohn, A. (2006). Beyond Discipline: from compliance to community. Virginia: ASCD.<br><br>Mukherji, P. (2001). Understanding children's challenging behaviour. Cheltenham: Nelson Thornes.<br><br>O'Regan, F. J. (2006). Can't learn, won't learn, don't care: Troubleshooting challenging behaviour. London: Continuum.<br><br>Plevin, R. (2016). Take Control of the Noisy Class. Camarthern: Crown House.<br><br>Porter, L. (2014). Behaviour in schools: theory and practice for teachers. 4th Edition. Maidenhead: Open University Press.<br><br>Robins, G. (2012). Praise, motivation, and the child. New York: Routledge. | **ADEPT**<br>Beh & Exp<br>Pro Beh<br>Inc & Adap<br>Wellbeing<br><br>Complete ITaP reflection |
| | | 7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.<br><br>7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.<br><br>7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).<br><br>7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. | Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.<br><br>Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.<br><br>Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.<br><br>Build trusting relationships, by: Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.<br><br>Communicate a belief in the academic potential of all pupils, by: Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.<br><br>And - following expert input - by taking opportunities to practise, receive feedback and improve at: Using intentional and consistent language that promotes challenge and aspiration.<br><br>**Following expert input - by taking opportunities to practise, receive feedback and improve at:**<br><br>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.<br><br>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.<br><br>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).<br><br>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.<br><br>Acknowledging and praising pupil effort and emphasising progress being made<br><br>**Demonstrate consistently high behavioural expectations, by:**<br><br>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). | Rogers, W. A. (2012). You know the fair rule: effective behaviour management in schools. 3rd Edition. London: Pearson Education<br><br>Rogers, B. (2006). Cracking the hard class: strategies for managing the harder than average class. London, Paul Chapman Pub.<br><br>Rogers, B. (2009). How to manage children's challenging behaviour. London: Sage Publications.<br><br>Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They're Not Magic. Review of Educational Research, 81(2), 267–301. https://doi.org/10.3102/0034654311405999 . | |