ITT Curriculum Map (1a)

For 2024 – 2025 DfE Reaccreditation - Stage 1

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1. Context for Curriculum Map (Question 1a)

Our ITT programme comprises three distinct phases of training to support and develop trainees' understanding of educational pedagogy in (i) school training/placements, **and** (ii) centre-based training. CA/WSI taught provision and enacted placement practice connect directly into three associated Masters assignments for the academic award of PGCE. The three phases are:

1. **Induction -** consisting of:
→ **The Induction Phase** with the main foci: High Expectations (CCF1), Classroom Practice (CCF4) and Managing Behaviour (CCF7) – leading into Assignment 1 (cross-school)
→ **The Placement One Phase** with the main foci: How Pupils Learn (CCF2), Subject and Curriculum (CCF3) and Assessment (CCF6) – leading into Assignment 2 (specific phase or subject)
2. **Development -** consisting of:
→ **The Placement Two Phase** with the main focus: Adaptive Teaching (CCF5) and Professional Behaviours (CCF8) – leading into Assignment 3 (trainee choice)
3. **Refinement -** consisting of:
→ **The Refinement Phase** focuses on progression, preparation and transition into an early teaching career – leading into trainees' first posts.

This document is a top-level Curriculum Map outlining the purpose/aims of WSI, CA and school-based training provision. It indicates where CCF themes are developed in each training phase and across all locations in the training year.

Whole School Issues Provision - Introduction

As background for the Curriculum Map, in this section, we give a summary of the **Whole School Issues (WSI)** course aims.

WSI is designed to help trainees to:
→ understand and respond to key issues of teaching/learning common to **all** teachers in schools
→ explore key issues in increased depth
→ encourage reflection on WSI themes in the light of reading, group discussion, self-study, and school experience

The WSI Curriculum is designed in collaboration with our School ITT Partnership. Each year, it is revisited and adapted, building on feedback from CA Lead Tutors and CA Associates (Lead Mentors), Professional Tutors/Mentors, our most recent Trainee cohort and Alumni. For 2024/25, WSI will continue with the additional input/co-creation of the new Intensive Training and Practice components.

WSI integrates both provider-led and school-led training sessions with reading, tasks and seminar discussions designed to incorporate the Department for Education's Initial Teacher Training Core Content Framework (ITT CCF). The programme supports trainees to meet the Teachers' Standards by the end of the training year.

Themes raised during WSI sessions are also commonly revisited through subject sessions (CA) with the CA Lead Tutor and Associate Tutors in subject specific cohorts. All CA sessions entail heavier emphasis on the development of CCF3: Subject and Curriculum.

Trainees frequently visit the VLE WSI and CA sites to access: session recordings; resources; presentations; websites; and pre-recorded videos.

WSI Format

The majority of WSI sessions will follow the format shown in the diagram, particularly during Induction Phase. There are also occasions where we will deviate from this format to enable a range of activities to take place e.g. workshop seminars with practising partnership teachers/when half day WSI provision occurs. Trainees will be notified of any changes to WSI format in advance via VLE notification/electronic timetable.

9:00 - 10:00 Lead Lecture Q&A	Face to face delivery. Live presentations recorded/ available to revisit through VLE.
10:15 - 11:15 Lead Lecture Q&A	Face to face delivery. Live presentations recorded/ available to revisit through VLE.
11:45 - 12:45 Group Seminar	Each trainee will be allocated to a seminar group (consisting of mixed subject/phase trainees). Each group has an allocated lead WSI tutor. Face to face or online via Zoom.
13:45 - 16:00 Self-study, reading and reflection	Online asynchronous sessions with training modules/self-directed reading/videos. During these self-study sessions, trainees may choose to study from home or use spaces/ resources on campus/at hub to complete the activities. Trainees are also encouraged to use this time to reflect on the day's activities and the impact on their future teaching practice using their Learning and Reflection Tool in PebblePad.

Curriculum Area Provision – Introduction

As background for the Curriculum Map, in this section, we give a summary of **one Curriculum Area (CA):** course aims, themes and indicative programme detail. For Reaccreditation Stage 1, **we use the example of Secondary History**, a subject we generally recruit a large group to each year.

Course Aims
The main aim of the **History CA course** is to prepare trainees to teach to a high level of expertise so that the pupils in their classes are enthusiastic about their learning, develop a sense of curiosity about the past and learn how to engage with it as young historians.

Working as part of the whole PGCE the **History ITT Partnership** aims to enables trainees to:

- Gain knowledge about how history as a discipline is thought about and interpreted in the school curriculum. This includes the political nature of learning about the past and its purpose and value in 21st century society. (CCF2, CCF3)
- Gain knowledge of the most effective ways to teach history in schools and how these have been developed, and continue to develop, as a result of years of discussion, research and reflection upon professional practice. (CCF2, CCF4)
- Know how to plan, structure, resource and teach effective history lessons and sequences with a clear conceptual enquiry question that enable *all* students to learn about the past with enthusiasm and curiosity whatever their prior attainment. (CCF2, CCF3, CCF4)
- Develop a 'toolkit' of a wide range of effective teaching strategies that trainees can deploy to achieve the learning that they have planned for all students whatever their needs. (CCF4, CCF5, CCF7)
- Competently assess the progress of the trainees' students towards learning the historical knowledge they need to achieve, so that they can adapt their teaching to ensure all students make as much progress as possible. (CCF5, CCF6)
- Know how history is formally assessed by public examinations and the knowledge that students require to achieve (CCF6).
- Know the contribution that history lessons are making to the whole curriculum and know how to work with other colleagues to ensure that each of their students gains knowledge that supports their wider learning in history lessons, for example, relating to literacy, citizenship, numeracy and the use of IT. (CCF1, CCF8)
- Develop the substantive subject knowledge they need and to identify the most effective, efficient and engaging ways to constantly keep their own subject knowledge up-to-date. (CCF3)
- Develop the knowledge and resilience to constantly and accurately evaluate their own professional practice and take effective action to improve and develop as a history teacher. (CCf3, CCF8)
- Confidently and competently contribute as a history teaching professional within the school community (e.g. as a member of a department), the local area history network (e.g. as part of ****Clio) and the wider national community (e.g. as a member of the Historical Association). (CCF8)
- Know how to engage with history beyond the classroom to use the historic environment and public history to enrich and deepen their students' knowledge of the past. (CCF1, CCF3)
- Start the next stage of their development as a history teacher (ECT years) feeling confident, knowledgeable, supported and excited. (CCF8)

Curriculum Format - Course themes/strands

The **History CA course** is carefully planned so that each part links together to help trainees develop the knowledge, understanding and skills that will equip them to start their ECT year, and are ready to continue the development of their professional practice as a history teacher in a first teaching post. It is informed by evidence and forms a complete whole initial teacher education programme alongside the WSI programme and the programme's academic assignments. Across the whole year we **introduce, revisit and refine** a trainee's knowledge, skills and understanding in the following key strands:

- Debates in history education
- Planning and assessing historical learning
- Substantive knowledge and conceptual understanding
- Disciplinary knowledge and conceptual understanding
- Classroom practice

These strands are inextricably linked in the development of a history teacher. We ask trainees to think about their professional training journey using this framework.

Figure 1 History Teacher Knowledge Framework (Harris, Burns, Woolley, 2014)

The History CA training programme is based around the framework for history teachers' knowledge created by Harris, Burn and Woolley (p283, 'The Guided Reader to Teaching and Learning History' Routledge: 2014) shown in figure 1 above. The GM training programme for History incorporates knowledge of the above framework, strands and taps local history mentors into the regional subject community, which is strongly led by our History CA Associate Tutor (CA Lead Mentor from 2024/25) and the History CA Lead Tutor. ECT support continues with this network and taps into the national Historical Association ECT programmes/resources.

2. Intensive Training and Practice (Question 1a)

ITP - Introduction

From 2024-25, we have elected to insert four full weeks of intensive training and practice (ITP) into our training programme to punctuate key moments of learning, application and reflection at appropriate points in the training programme. The ITP weeks will enrich our trainees' understanding and application of the CCF during their training year.

- **ITP1 - at course start** – to initiate focused development from Day 1 of the programme on a CCF area that is explored in the early part of the course (Wk 1 - ITP 1 - CCF1 focus)
- **ITP2 & ITP3 - within main placement phases** – to punctuate, reinforce and review key learning in CCF areas from classroom-based practice during main placement periods (Wk 8 – ITP 2 - CCF4/7 focus AND Wk 16 - ITP 3 – CCF3/6 focus)
- **ITP4 – between main placements** – to enable the trainees to focus on meeting learning needs (Wk 21 - ITP 4 – CCF5/8 focus)

More detail can be found in the sections below.

3. Curriculum Map for Each Phase of ITT Training (Question 1a)

There are three phases of training in our programme across the year: (A) **Induction** (Sept-Feb); (B) **Development** (Feb-May); (C) **Refinement** (May-June). Provision in each Phase is presented here as an **Overview Curriculum Map**.

A. Induction Phase (Sept-Feb)

Programme Week	Type of Provision	Description	Location/timing
1	**ITP1**	The first **Intensive Training and Practice Week** consists of one week in a primary **or** secondary setting (trainees will undertake this ITP period in the phase they will not specialise in to enable them to understand the key stages that precede or follow that which they will be teaching). • Specific focus: CCF1 learning through **directed observations** in school • One hour a day of **primary OR secondary expert input** on the specific CCF area/s	Primary setting (for PGCE Secondary) OR Secondary setting (for PGCE Primary) Placement 1st week of September
2	**WSI/CA**	**Induction Week** **Induction Week is designed to:** • familiarise trainees with the course, campus and staff through a week-long orientation • begin to reflect on prior knowledge and experience as it applies to the programme components (CCF8) • set our clear professional expectations for trainees as teachers for the year (PPC) • understand how the programme is assessed: (a) academically for the PGCE; (b) professionally for QTS • begin to consider the CCF focus areas for the Induction Phase (CCF1, 4 and 7) in more depth in both WSI and CA sessions. • Get ready for placement 1 serial visits (Tuesdays/Thursdays) that commence from Week 3. Each Induction day has an overall theme, and a range of activities associated with: (i) ITP1 and/or (ii) the other relevant CCF foci for Induction Phase (CCF4 and 7). Activities will vary from live face-to-face presentations to self-study materials to be studied/completed asynchronously. Overviews of	Campus/ School Direct hubs 2nd week of September

		presentations, copies of any asynchronous material and associated resources, and readings will be provided on the PGCE VLE. All trainees will meet: (i) their designated CA lead and associate tutor; (ii) their phase/subject cohort group; (iii) their WSI cross curricular/cross-phase group (SD cohorts at SD hub).	
3-7	**CA** **WSI** **SBT**	**Weeks 3–7 - Induction Phase Programme** • WSI provision – 1 day a week • CA provision – 2 days a week • School based training – 2 days a week in Placement 1 setting **MAIN FOCUS: ITT Core Content Framework Themes** • CCF1: High Expectations; • CCF4: Classroom Practice; • CCF7: Managing Behaviour **School Observation and practice** During this phase of the programme, all trainees will visit their Placement 1 school, twice a week on Tuesdays and Thursday to: - Initially observe classes; - Meet department and wider school staff, including their designated Subject Mentor and Professional Tutor - Undertake initial training sessions in their School Based Programmes (Induction, CCF1, 4, 7, preparing for P1) - Undertake initial teaching of parts of lessons alongside their general subject/age phase mentor; - Undertake teaching 1-2 solo lessons by October half term with one class they will take on from November. This gives trainees the opportunity to consolidate “learn that” ideas for CCF1, 4 and 7 in context AND begin to enact these in classrooms where their initial teaching takes place. **Assignment 1** due end of October (focusing on CCF1, 4 and 7)	Campus SD Hubs Placement 1 school Sept/Oct
8	**ITP2**	**Week 8 - Intensive Training and Practice 2 – CCF4/7 focus** The second **Intensive Training and Practice Week** consists of one week in the Placement 1 setting/with their subject group: • Specific focus: revisiting and consolidation of CCF4 and CCF7 learning through application and further observation	Campus Placement 1 setting Oct/Nov

		• One hour a day of primary/secondary expert input, and trainee trialling in classes	
9-14	**SBT P1 Block 1**	**Weeks 9-14 – Placement 1 Block 1** In this period, trainees will have a timetable of at least 15 lessons a week to take part in whether: • Solo planning/teaching (expect to start on 3 lessons a week and build to around 6/7 a week by Christmas, likely KS3 to begin with) • Co planning/teaching (expected to work alongside the host teacher in remaining lessons, likely to be classes trainee will take on after Christmas, likely examination classes initially) • Continued observation of same pupils/classes in other subjects; possible TA support of other classes/trainees to understand role of TA better; possible observation of excellent practitioners and/or different types of classes (able, least able, mixed ability, practical/non practical subjects etc) • Formal observation of at least one lesson a week by general (subject) mentor and/or a host class teacher. • Formal expectation of one hour mentor meeting PLUS 30 minutes of mentor support during week (e.g. checking lesson plans, facilitating access to experts/resources, checking on practicalities of lessons to be taught, expert tuition on aspect of practice such as formal marking etc.) • **Review 1** (formative) due at end of Placement 1 Block 1	Placement 1 setting Nov/Dec
15	**CA** **WSI** **SBT P1**	**Weeks 15-16 - Placement 1 Taught Programme (Nov - Feb)** **MAIN FOCUS: ITT Core Content Framework Themes:** • CCF2: How Pupils Learn; • CCF3: Subject and Curriculum Knowledge; • CCF6: Assessment Trainees will be required to engage actively in: 4 lectures; 4 Workshop sessions - the locations and timings for these workshops shall be confirmed with trainees in advance. Two serial visits to schools in Week 15 allow trainees to confirm Placement 1 Block 2 timetable; ascertain class, topic and key concepts to be learnt by pupils for Assignment 2 sequence of lessons in Jan/Feb. **Total of 8 WSI sessions and 8-10 CA sessions in the Placement One Taught Programme, plus 2 Placement 1 school serial visits.**	Campus School Direct Hub Placement 1 setting Dec/Jan
16	**ITP3**	**Week 16 - Intensive Training and Practice 3 – CCF3/6 focus**	Campus based by specialist subject

		The third Intensive Training and Practice Week consists of one week before Placement 1 Block 2 commences: • Specific focus: **evaluating, revisiting and consolidation of CCF3 and CCF6 learning and application** • One hour a day of primary/secondary expert input • Trainee trialling, modelling, sharing of best practice in subject peer groups.	Jan
17-20	**SBT P1 Block 2**	**Week 17-20 – Placement 1 Block 2** In this period, trainees will have a timetable of at least 20 lessons a week to take part in, whether: • Solo planning/teaching (expect to start on 7/8 lessons a week and build to around 12-14 by end of P1, likely KS3 and some KS4 during Block 2) • Co planning/teaching (expected to work alongside the host teacher in remaining lessons, likely to be classes trainee can work alongside expert/experienced staff member e.g. likely Yr 11/Yr13 examination classes and/or lessons in second subject area) • Possible observation of same pupils/classes in other subjects; possible TA support of other classes/trainees to understand role of TA better; possible observation of excellent practitioners and/or different types of classes (able, least able, mixed ability, practical/non practical subjects etc). • At this stage trainee expected to identify with mentor the most useful lessons to observe for next steps in development e.g. a behavioural expert teacher who works well with a more challenging class that the trainee teaches. • Formal observation of at least one lesson a week by general (subject) mentor and/or a host class teacher. • Formal expectation of one hour mentor meeting PLUS 30 minutes of mentor support during week (e.g. checking lesson plans, facilitating access to experts/resources, checking on practicalities of lessons to be taught, expert tuition on aspect of practice such as formal marking etc.) • **Review 2** (formative) due at end of Placement 1; **Assignment 2** due at end of Placement 1.	Placement 1 setting Jan/Feb

B. Development Phase (Feb-May)

Programme Week	Type of Provision	Description	Location/timing
21	**ITP3**	**Week 21 - Intensive Training and Practice 4 – CCF5/8 focus** The third Intensive Training and Practice Week consists of one week between Placement 1 and Placement 2 • Specific focus: **evaluating, revisiting and consolidation of CCF5 and CCF8 learning and application** • One hour a day of primary/secondary expert input • Trainee trialling, modelling, sharing of best practice in subject peer groups.	Campus based by specialist subject Feb
22 & 26	**CA** **WSI** **SBT**	**Placement Transition Week (Feb) & Placement 2 training day (Mar) – Taught programme** **MAIN FOCUS: ITT Core Content Framework Themes:** • CCF5: Adaptive Teaching • CCF8: Professional Behaviours Trainees will be required to engage actively in WSI (4 lectures; 1 seminar session; 1 drop in session; 1 asynchronous online learning session); CA Sessions X4 days; Placement 2 serial visits X2 days.	Campus School Direct Hub Placement 2 setting Feb
22-27	**SBT P2 Block 1**	In **Placement 2 Block 1**, trainees will have a timetable of at least 20 lessons a week to take part in whether: • Solo planning/teaching (expect to start on 12/13 minimum lessons a week and build to around 17/18 lesson by end of P2 B1, likely KS3 and KS4/KS5 during this stage) • Co-planning/teaching (expected to work alongside the host teacher in remaining lessons, likely to be classes trainee can work alongside expert/experienced staff member e.g. likely Yr 11/Yr13 examination classes and/or lessons in second subject area) • Timetable will include one class appropriate for Assignment 3 focus on CCF5 and CCF8 teaching, evaluation and focus. Assignment 3 preparation/delivery in this block begins and special study should be completed by end of Easter break. • Possible observation of same pupils/classes in other subjects especially in initial transition week into P2; possible observation of excellent practitioners and/or different types of classes (able, least able, mixed ability, practical/non practical subjects etc). At this stage trainee is expected to identify with mentor the most useful	Feb-Mar

		lessons to observe for next steps in development e.g. a behavioural expert who works well with a more challenging class that the trainee teaches for instance. • Formal observation of at least one lesson a week by general (subject) mentor and/or a host class teacher. • Formal expectation of one hour mentor meeting PLUS 30 minutes of mentor support during week (e.g. checking lesson plans, facilitating access to experts/resources, checking on practicalities of lessons to be taught, expert tuition on aspect of practice such as formal marking etc.) • **Review 3 (formative)** due at end of Placement 2 Block 1; **Assignment 3** due in April	
28-34	**SBT P2 Block 2**	In **Placement 2 Block 2**, trainees will have a timetable of at least an 80% TT (20 lessons a week in 25 week TT): • Solo planning/teaching (expect to start on 20 minimum lessons a week in P2B2, likely KS3 and KS4/KS5 during this stage as well as possibly a second subject) • Co-planning/teaching *may* still be happening where appropriate to do so and on tip of solo teaching expectation (alongside the host teacher in lessons, likely to be classes trainee can work alongside expert/experienced staff member e.g. likely Yr 11/Yr13 examination classes) • Possible observation of same pupils/classes in other subjects especially in initial transition week into P2; possible observation of excellent practitioners and/or different types of classes (able, least able, mixed ability, practical/non practical subjects etc). At this stage trainee is expected to identify with mentor the most useful lessons to observe for next steps in development e.g. a behavioural expert who works well with a more challenging class that the trainee teaches for instance. • Formal observation of at least one lesson a week by general (subject) mentor and/or a host class teacher. • Formal expectation of one hour mentor meeting PLUS 30 minutes of mentor support during week (e.g. checking lesson plans, facilitating access to experts/resources, checking on practicalities of lessons to be taught, expert tuition on aspect of practice such as formal marking etc.)	Mar/April-May/June

		• **Review 4** (summative QTS assessment) due at end of Placement 2 Block 2.	

C. Refinement Phase (May-June)

Programme Week	Type of Provision	Description	Location/timing
34-38	**CA** **WSI**	**Week 34-38 - Refinement Phase – Taught Programme (May-June)** **MAIN FOCUS:** • **CCF8 - Progression into Early Teaching Career** The purpose of this stage of the programme is to prepare for the ECT years, and for trainees to take control of the continuous professional development that they need at that stage of the training year for the final section of the programme. Trainees will be required to engage actively in: 5 lectures; 1 seminar sessions; 1 drop in session; 2 asynchronous online learning sessions; 1 celebration event **Total of 10 WSI sessions in the Refinement Phase** Towards the end of the course; to give trainees a designated opportunity to reflect and renew understanding and application of CCF3 into their early career.	On Campus School Direct Hub End of May/June
37	**School setting**	**Week 37 - Professional Enrichment** A set week at the end of the programme to focus on areas of CCF development the trainee feels they still need to develop in after their two main placements and/or start to prepare for their first posts in their employment setting; some trainees may also undertake primary placements at this time. Professional Enrichment proposals need to be submitted and signed off by CA lead tutors before this period commences. All trainees will present their learning/submit support materials for peers in the final week of the programme to their peers and colleagues (either on campus (core) or at School Direct hub).	June

Overview of CA Training Phases – History exemplar

Training Phase	Description of subject-specific training being undertaken (centre based and school-based)
A. Induction Phase (Sept-Feb)	
Induction Part 1 (Sept-Oct)	
Course induction Weeks 1-8	At the end of this period trainees hand in their first Assignment on the topic of **'What is effective teaching?' This question frames the first period of training and classroom observation**. • We introduce trainees to **what makes for effective history teaching** (CCF1, CCF4). • We start with the **basics of planning a single lesson** and move onto the way that history teachers use **historical enquiry questions to frame sequences of learning** that successfully weave both learning about the substance of the past with learning how a historian approaches the study of the past (CCF4). • Trainees learn the **historical context to the history teaching profession** in the 2020s and how history curricula are constructed (CCF8) • Trainees learn how history teachers have theorised **the different parts of the discipline of history** and introduce trainees to effective approaches to teaching this. **Effective teacher substantive knowledge underpins all effective history teaching** - a key focus for the programme. (CCF8) • Trainees will learn how teachers plan to **challenge and meet the needs of all learners** and how they assess if the planned learning is being, and has been, achieved. (CCF4, 5, 6) • Trainees will **practice effective teacher talk and learn** about the **practicalities of history teaching** at each Key Stage. In this way we weave our 5 strands in order to introduce effective history teaching. (CCF4, CCF7)
Induction Part 2 – Placement 1 (Nov-Feb)	
Placement 1 Block 1 - Learning the basics of being a (history) teacher Weeks 9-14	• By observing experienced teachers (during Induction Stage 1), by being part of a department, by teaching parts of lessons, and by carefully planning, teaching and reflecting upon full lessons taught, **trainees deepen their knowledge of effective history teaching and start to develop their own practice** (CCF1, CCF4, CCF7). • Trainees are **observed by their mentor and classroom host** teachers who support trainees to learn from their experience and to set targets for developing their practice. (CCF8) • Trainees use a **detailed lesson plan and lesson evaluation forms to make explicit the teaching processes** that experienced teachers can think through and carry out with fluency, often unaware of their professional competence. (CCF4) • This period is all about **laying solid foundations by steady, deliberate and explicit focus on practice** so that trainees have basics in place ready to take on **more classes and to plan, teach and assess sequences of lessons in Block 2**. (CCF2, CCF3, CCF6) • Trainees **revisit the learning from the induction phase** alongside peers and their school-based mentor and continue to work on their **subject-knowledge**. (CCF3)

Centre-based History Training (Dec-Jan) Weeks 15-16	Provider-led provision allows trainees time to **reflect on their practice** and to **use their learning to gain new knowledge from CA tutors and each other**. We explore more deeply: • **how children learn** (CCF2), • **how to teach to ensure progress** in history across lessons (CCF3, CCF4), • **how to assess learning** to ensure more learning (CCF6) • **how to teach history that is fully representative** of the past and relevant for the modern world (CCF1).
Placement 1 Block 2 - starting to develop history teaching persona (Jan-Feb) Weeks 17-20	Building on the solid foundations established in Block One, trainees increase their teaching timetable to **at least 50% of a full-time classroom history teacher** by the end of the placement and become responsible for **sustained learning across series' of lessons across Key Stages**. • With **feedback from their mentor, host teachers and CA tutor,** trainees continue to develop their practice and start to develop their own teaching persona. (CCF1, CCF8) • Trainees take on the **assessment and feedback for their classes** under the guidance of the class teacher. (CCF6) • Trainees work with everyone concerned with **supporting pupils with specific needs** and plan to **challenge all students**. (CCF5) • As their practice becomes more confident, proficient and fluent, and in discussion with their mentor, **trainees' written lesson plans may become less detailed** in Placement 1 Block 2. (CCF4) • As part of a history department trainees play **a full part in the teaching of history in the school**. (CCF1, CCF8) • Trainees continue to **revisit the learning from the induction phase** alongside peers and their school-based mentor and also to work on their **subject knowledge.** (CCF2, CCF3) • The completion of **Assignment Two** helps trainees to achieve these phase aims. (CCF2, CCF5, CCF6))
B. Development Phase (Feb-May)	
Centre-based History Training - between placements (Feb) Week 21-22	CA provision gives set time for: • Trainees revisit **how to support pupils with specific needs** and plan to **challenge all students.** (CCF5) • reflection, taking stock and continued **learning from peers' experience of different settings**. (CCF8) • learning more about **language in the history classroom**, both the use of **teacher talk** to impart knowledge and achieve learning, and about **pupil oracy and literacy** in the history classroom. (CCF1, CCF3, CCF5)
Placement 2 Blocks 1 & 2 - Developing and refining practice (Feb-May) Weeks 22-27 Weeks 28-34	The move to the second school requires trainees to learn and settle into another history department, working with new pupils, new colleagues, new curricula. • The pace of movement into a new setting is deliberately faster than for Placement 1. Trainees **start on a 50% timetable and then move up to 80% of a full timetable in the last phase of the placement.** This is to ensure that trainees are ready for the September ECT timetable. (CCF8) • Trainees will be expected to be able to work with **classes of all abilities** and **meet learner needs**, and will take on **at least one class which has a wider range of ability** than they have taught thus far as a focus for **Assignment 3** (CCF5)

	• At first trainees will intially again need to **complete detailed written lesson plans**. Once trainees are adjusted to the new school and the department, trainees agree with their mentor about moving to **ECT style lesson planning**. (CCF4) By the second half of Placement 2 trainees will be extending their practice. This supported process enables trainees to: • **develop further their teacher persona**, their **classroom practice** and to **refine their understanding of history teaching** so that every pupil they teach is **able to make good progress**. (CCF1, CCF2, CCF5, CCF6, CCF8) • undertake **a paired project with their mentor** to enable them to revisit and refine their knowledge of history teaching. (CCF3, CCF8) • continue to **update their subject knowledge** and draw together some of their **subject specific learning** via writing **Assignment Three**. (CCF3, CCF8) • **play a full part in their school's history department**, supported and challenged by CA tutors, school-based mentors and classroom host teachers. (CCF1-8)
C. Refinement Phase (May-Jun)	
Final provider-led sessions and Professional Enrichment (Jun) Weeks 35-38	The purpose of the final phase is to set the training year in context: • to enable trainees to **reflect on their practice** (CCF8) • to **plan for their ECT year** (CCF8) • to take a step back to consider the **wider role of the history teacher.** (CCF1, CCF8) To achieve this, trainees take part in a variety of activities, including: • potentially more **primary school experience** (CCF3) • **identifying a specific Professional Enrichment development area**, bespoke to the trainee's profile at course end (CCF1-8- choice of trainee) • **planning to take on teaching GCSE and A level** across a two-year course (CCF4, CCF6) • **research-based practice** in teaching the Holocaust. (CCF3)

4. Intensive Training and Practice Weeks – Programme Detail (Question 1a)

Week 1 - Intensive Training and Practice 1 – CCF1 focus

→ Specific focus: **CCF1 learning** through **directed observations** in school
→ One hour a day of **primary OR secondary expert input** on the specific CCF area/s

Example of Secondary Trainee:

Day	Focus	Expert	Specific CCF statement/ Trainees will "learn that":	Method
1	**CCF1**	**Primary Expert** In school	1.Teachers have the ability to affect and improve the **wellbeing, motivation and behaviour** of their pupils. 2.Teachers are **key role models**, who can influence the **attitudes, values and behaviours** of their pupils.	Pre-recorded hour introduction In school setting: Guided observational and written set tasks will be undertaken during primary school day on chosen foci.
2	**CCF1**	**Primary Expert** In school	3.Teacher expectations can affect **pupil outcomes**; **setting goals that challenge and stretch pupils** is essential.	Pre-recorded hour introduction In school setting: Guided observational and written set tasks will be undertaken during primary school day on chosen foci.
3	**CCF1**	**Primary Expert** In school	4.Setting **clear expectations** can help **communicate shared values that improve classroom and school culture**.	Pre-recorded hour introduction In school setting: Guided observational and written set tasks will be undertaken during primary school day on chosen foci.
4	**CCF1**	**Primary Expert** In school	5.A **culture of mutual trust and respect** supports effective relationships.	Pre-recorded hour introduction In school setting: Guided observational and written set tasks will be undertaken during primary school day on chosen foci.
5	**CCF1**	**Primary Expert** In school	6.**High-quality teaching** has a **long-term positive effect on pupils' life chances**, particularly for children from disadvantaged backgrounds	Pre-recorded hour introduction In school setting: Guided observational and written set tasks will be undertaken during

				primary school day on chosen foci.

The first ITP week is scheduled deliberately to happen at the **start** of the trainees' training to:

- focus fully on how **setting high expectations** and having **high-quality teaching** in all key stages (before/after the key stages the trainees will train to teach in) has a long-term positive effect on pupils' life-chances;
- focus fully on how teachers give attention to **pupil wellbeing, pupil motivation** and **pupil behaviour** in classes and outside the classroom, including those from **more disadvantaged backgrounds**.
- focus fully on how **teachers' conduct** reflects the **attitudes, values and behaviours** expected as role models for pupils.
- focus fully on the **different ways in which teachers set high expectations for their pupils**, communicating classroom and school values/reinforce school cultures, including prioritising **a culture of mutual trust, respect and good relationships** with pupils, pupils' parents/carers, and colleagues.
- **undertake initial early practice in self-reflection, discussion with colleagues, and development with an expert,** akin to how their general and lead mentors will be training them in their ITT programme during their training year.
- begin to understand **initial learning in CCF1 theme** (which will be important for PGCE Assignment 1) and bring these initial learning and ideas to Induction Week for further exploration and discussion in WSI and CA sessions.

Week 8 - Intensive Training and Practice 2 – CCF4/7 focus

The second **Intensive Training and Practice Week** consists of one week in the Placement 1 setting/with their subject group:

- Specific focus: **revisiting and consolidation of CCF4 and CCF7 learning** through application and further observation
- One hour a day of **primary/secondary expert input**, and **trainee trialling in classes** as follows:

Day	Focus	Expert	Specific CCF statement/ Trainees will "learn that":	Method
1	**CCF4**	**Secondary Expert/Lead mentor** In school On campus (subject groups)	1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	(am) Guided observational set tasks to undertake on the chosen foci. (pm) Shared experiential trial tasks in subject groups: (i) referral to prior learning; (ii) chunked/stepped learning approaches; (iii) modelling of key concepts in subject with peers.
2	**CCF4**	**Secondary Expert/Lead mentor**	4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	(am) Guided observational set tasks to undertake during school day on the above foci.

		In school On campus (subject groups)	5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. 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. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	(pm) Shared experiential trial tasks in subject groups: (i) scaled questioning; (ii) promoting classroom talk approaches; (iii) modelling of good literacy/ vocabulary building in subject.
3	**CCF4**	**Secondary Expert/Lead mentor** In school On campus (subject groups)	8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. 11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	(am) Guided observational set tasks to undertake during school day on the above foci. (pm) Shared experiential trial tasks in subject groups: (i) pupil grouping; (ii) purpose of homework in subject; (iii) creation of relevant homework tasks at different key stages.
4	**CCF7**	**Secondary Expert/Lead mentor** In school On campus/SD Hub (WSI groups)	**CCF7 - The teacher's perspective and role:** 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	(am) Specific reflection tasks with peers on observations undertaken across weeks 3-7 that demonstrate CCF7.1, CCF7.4, CCF7.5 in action in their subject area at different key stages. (pm) Guided observational set tasks to undertake during school day on the above foci.

5	**CCF7**	**Secondary Expert/Lead mentor** In school On campus/SD Hub (WSI groups)	**CCF7 - The pupil's perspective:** 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	(am) Specific reflection tasks with peers on observations undertaken across weeks 3-7 that demonstrate CCF7.2, CCF7.3, CCF7.6, CCF7.7 in action in their subject area at different key stages. (pm) Guided observational set tasks to undertake during school day on the above foci.

The second ITP week is scheduled deliberately to happen:

- **after 5 weeks of serial visit observations** in the Placement 1 school, so that trainees' initial learning can be **reviewed, analysed and consolidated** before Placement 1 commences;
- **before trainees submit PGCE Assignment 1** which centres on **adopting good practices in CCF1, CCF4 and CCF7**. Assignment 1 is due at end of October half term, to allow trainees further reflection and study time.

Week 16 - Intensive Training and Practice 3 – CCF3/CCF6 focus

The third Intensive Training and Practice Week consists of one week at the end of Placement 1 and 2:

→ Specific focus: **CCF3/6 review** and **renewal of the purposes of assessment** in their specialist subject area/phase.

→ One hour a day of **primary/secondary expert input** and **trainee trialling** as follows:

Day	Focus	Expert	Specific CCF statement/ Trainees will "learn that":	Method
1	**CCF6**	**Secondary Expert/Lead mentor** On campus (CA groups)	**The purpose of assessment (reinforcement):** 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	(am/pm) Specific reflection tasks on observations/teaching undertaken across Placement 1 that demonstrate CCF6.1 and CCF6.2 Modelling of effective strategies and techniques in subject cohorts. Learning applied immediately to Assignment 2 focus class, and drafted sequence of lessons.

2	**CCF6**	**Secondary Expert/Lead mentor** In school	**Enacting effective feedback approaches as a teacher (reinforcement contextualised within P1 setting):** 4. 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. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	(am) Specific reflection tasks on own assessment work undertaken across Placement 1 Block 1 that demonstrate CCF6.3/6.4, and/or that should be approached differently in Placement 1 Block 2. (pm) Consideration of where their own planned assessment approach for Assignment 2 class fits into wider department/school level assessment policies
3	**CCF6**	**Secondary Expert/Lead mentor** On campus (CA groups)	**The purpose of assessment (revisiting good uses of verbal and written feedback):** 5. 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.	(am/pm) Specific reflection tasks in observations/teaching undertaken across Placement 1 that demonstrate CCF6.5 Modelling of effective AFL strategies and techniques in WSI cohorts.
4	**CCF6**	**Secondary Expert/Lead mentor** In school	**The long term aims of assessment:** 6. Over time, feedback should support pupils to monitor and regulate their own learning.	Consideration of placement specific approaches to feedback with long term self-regulation aim in mind. What works, what doesn't in subject, in department, at each key stage.
5	**CCF6**	**On campus**	**The long term aims of assessment:** 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	Specific feed forward tasks on longer term aims of assessment that demonstrate understanding of CCF6.7 in early career (considering what smart working practices can be adopted once in post to reduce workload)

The third ITP week is scheduled deliberately to happen:

- Halfway through the first placement **after 6 weeks of initial teaching** has occurred (Nov-Dec).
- Before the **focused teaching of a designed sequence of lessons with one class for Assignment 2** (which has pupil progression at its centre) to enable trainees to **re/consider/re/design the place of formative and summative assessment** within their sequence.

- To move trainees on from Autumn focus of Classroom Management, Behaviour Management and Setting High Expectations. Whilst these will still be important for their Block 2 classroom teaching, trainees have gained enough placement experience by this stage to allow them to **focus on assessment with more holistic understanding**. How this applies in their specific subject area (CCF3) is under closer scrutiny at this stage.

Week 21 - Intensive Training and Practice 4 – CCF5/8 focus

The fourth **Intensive Training and Practice Week** consists of one week between Placement 1 and Placement 2

→ Specific focus: **evaluating, revisiting and consolidation of CCF5 learning and application**

→ One hour a day of **primary/secondary expert input** and **trainee trialling** as follows:

Day	Focus	Expert	Specific CCF statement/ Trainees will "learn that":	Method
1	**CCF5**	**Secondary Expert/Lead mentor** On campus (CA groups)	**The teacher's knowledge and preparation:** 1.Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2.Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	Shared experiential trial tasks in subject groups: (i) re/examination of different approaches to different ability levels in subject in placement setting; (ii) re/examination of typical pupil differences (factors that affect levels of prior knowledge/potential barriers to be aware of);
2	**CCF5**	**Secondary Expert/Lead mentor** On campus (CA groups)	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.	Re/exploration of learning styles – origin of misconception, understanding why learning style tailoring might not be beneficial.
3	**CCF5**	**Secondary Expert/Lead mentor** In school	**The teacher's techniques and strategies to meet ability needs:** 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for	(am/pm) Guided observational set tasks to undertake during school day on the above foci: (i) observation of an expert teacher providing targeted support to increase pupil success;

			different groups of pupils or to set lower expectations for particular pupils.	(ii) observation of a class where differentiation and adaptive learning is excellent;
4	**CCF5**	**Secondary Expert/Lead mentor** In school	**The teacher's techniques and strategies to meet ability needs:** 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.	Observation of subtle flexible grouping which increases engagement and motivation – re/exploration of what works best in subject specialism.
5	**CCF5**	**Secondary Expert/Lead mentor** On campus (CA groups)	**Understanding the needs of those with designated educational learning needs or disabilities** 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.	Shared experiential trial tasks in subject group: (i) understanding wide variety of needs using case studies from Placement 1; (ii) how best to work with colleagues, families and pupils themselves to increase learning and reduce barriers to learning; identification of potential effective strategies in subject area.

The fourth ITP week is scheduled deliberately to happen:

- **Between Placement 1 and Placement 2 school**; to give trainees a designated opportunity to **reflect and renew their understanding and application of CCF5 and CCF8** for Placement 2.
- As trainees consider options for Assignment 3 (Special Study) which will address aspects of CCF5 and CCF8 from a subject specialist perspective.
- As trainees commence **initial visits to their second placement setting**, and commence **teaching a larger timetable of classes with wider needs**.

5. Connection of WSI to the ITT Core Content Framework (Question 1a)

The WSI topics introduced and discussed in provider-led sessions all connect directly to the Core Content Framework (https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework) as follows:

Core Content Framework Theme 1: High Expectations

WSI – for all trainees in all phases/subjects
Taught WSI sessions aim to: • Develop trainees' understanding of the values, attitudes and behaviours that underpin inspiring and inclusive approaches to teaching and learning. • Encourage trainees to challenge their own and others' assumptions regarding the potential and learning of particular groups of pupils. • Enable trainees to understand pupils' views of learning and their resulting engagement, considering previous experiences and factors that have impacted these. • inform and demonstrate how social justice and fundamental British values can be upheld in schools. • Enable trainees to explore and develop ways to create a safe and inspiring classroom environment that promotes the well-being of all learners. • Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.
Indicative Whole School Issue Sessions: → LGBT Challenges → Gender Challenges → Seminar: The impact of Coronavirus, recovery and the future → An introduction to PSHE → Social Justice in Education: The role of teachers. → British Values and Citizenship → Pupil Mental Health and the City of ****** Wellbeing Service → Mental Health and Wellbeing in Education → Gypsy, Roma Traveller Challenges → Supporting Service Children

Core Content Framework Theme 2: How Pupils Learn

Taught WSI sessions aim to:

- Focus on how effective teaching ensures good pupil outcomes.
- Introduce and develop trainees' understanding of how pupils learn, introducing important factors such as prior knowledge, working and long term memory.
- Enable trainees to accommodate the different ways in which children learn through different pedagogical approaches, including modelling and scaffolding.

Indicative Whole School Issue Sessions:

➔ Metacognition and How pupils Learn

➔ Assessment 2 Preparation

Core Content Framework Theme 3: Subject and Curriculum

Taught WSI sessions aim to:

- provide an understanding of the development of the national curriculum, current issues and the changing educational environment in primary, secondary and Post 16 education.
- Ensure that trainees understand the importance of literacy, numeracy and ICT strategies, the rationale for these across the curriculum and that every teacher can improve pupils' reading, writing and oral language skills.
- Enable trainees to identify cross curricular subject links and understand that pupils may need help transferring learning from one subject to another.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ Issues in Primary Education

→ Curriculum in England; intent, implementation and impact

→ ICT across the curriculum

→ Seminar: What would the perfect curriculum look like and why? Pupil and teacher perspectives

→ Literacy across the curriculum

→ Numeracy across the curriculum

→ Assignment 3 Preparation

→ Post 16 education

Core Content Framework Theme 4: Classroom Practice

Taught WSI sessions aim to:

- Develop an understanding of the factors contributing to effective teaching whilst considering wider issues which may affect the effectiveness of teaching and learning.
- Coach trainees to apply a range of planned classroom strategies to engage pupils, support learning, and encourage reflection across the curriculum.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ The reflective Practitioner
→ Effective Teaching
→ Focus on Assignment 1
→ Remote Learning
→ Effective Questioning

Core Content Framework Theme 5: Adaptive Teaching

Taught WSI sessions aim to:

- Equip trainees to analyse the strengths and needs of pupils effectively, ensuring that they have an understanding of cognitive, social, emotional, cultural and physical factors that impact pupils' education.
- Introduce the legal obligations and theory of inclusion and inclusive practice.
- Ensure that trainees are equipped to utilise and collaborate with specialist teaching support effectively.
- Explore case study approaches to enabling learning and participation and identify potential issues.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ Introduction to SEND
→ EAL Challenges
→ Use of Teaching Assistants
→ Understanding your pupils needs: Analysing needs and initiating practice
→ Alternative provision

Core Content Framework Theme 6: Assessment

Taught WSI sessions aim to:

- Ensure that trainees are aware of the fundamental principles of assessment and testing, including the differences between formative and summative assessment.
- Make trainees aware of how nationally standardised summative assessment helps teachers understand national expectations and how this is used to assess their own future performance.
- Demonstrate how to make effective use of assessment data to ensure that teaching is both supportive and challenging, and to enable trainees to give effective and efficient oral and written feedback to pupils and parents.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ Attainment/Data
→ Marking and Feedback
→ Assessment for Learning

Core Content Framework Theme 7: Managing Behaviour

Taught WSI sessions aim to:

- Ensure trainees have an understanding of a variety of strategies for managing behaviour effectively taking into account the findings of the Bennett Report i.e the importance of routines, responses and relationships for ensuring good classroom behaviour.
- Assist trainees in identifying the underlying causes of challenging behaviour and considering strategies for promoting positive behaviour.
- Provide opportunities for role play and discussion of behaviour techniques, prioritising opportunities for trainees to revisit and practise at the most appropriate points in their training.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ Behaviour Management
→ Behaviour for Learning
→ Seminar: Behaviour for Learning Role Play activities
→ Introduction to the roles of the Form Tutor/ Pastoral
→ Attachment Theory
→ Behaviour: Working with difficult classes

Core Content Framework Theme 8: Professional Behaviours

Taught WSI sessions aim to:

- Ensure that trainees have a clear understanding of the expectations regarding personal and professional conduct of a teacher.
- Advise trainees on how to demonstrate high standards of professional behaviour both in and out of school.
- Inform trainees on the legal responsibility teachers have related to safeguarding, including how to refer safeguarding concerns within a school. Opportunities should be provided for trainees to consider how to respond to challenging ethical issues that teachers might encounter.
- Provide advice on maintaining a sustainable work/life balance and support trainee well being.
- Provide opportunities for our schools partnership colleagues with specialist knowledge and experience to engage with trainees and impart advice.

Indicative Whole School Issue Sessions:

→ Welcome and Introduction to the Course
→ Induction on using IT effectively
→ Academic Integrity/Plagiarism
→ Introduction to Teaching Standards and PebblePad
→ Introduction to School Placements
→ Teaching Unions
→ Chartered College
→ Assessment Overview/Introduction to Assignment 1
→ Managing your Workload in your PGCE Year
→ Introduction to how the library can support your PGCE at Masters level
→ Prevent Training
→ Staying Safe - Safeguarding thorough NYCC
→ Staying Safe - COVID19 UoY training
→ Placement 1 Preparation
→ CEOP ThinkuKnow course
→ Seminar: Professional Values and Communication
→ Looking after your Wellbeing
→ Managing Difficult conversations
→ Coping with the demands of teaching and Placement 2 Preparation
→ Applying for your first post
→ Working in a Faith School

→ Continued Professional Development - your profile and the future
→ Professional Enrichment Preparation
→ Drop in Support Assignment 3/Professional Enrichment
→ Intro to the ECT year
→ Chartered College of Teaching and your future career
→ Careers drop in session
→ Careers in Education Case Studies
→ The Big Picture

Individual subject CA curricula explore subject specific pedagogy, academic theory, curriculum and examination specification relating to these themes. As an exemplar we use the case study of **Secondary History here for Stage 1 Reaccreditation.*

6. Connection of CA to the ITT Core Content Framework (Question 1a)

History CA Key Strands - Connection to CCF

The training year is the beginning of a career long professional development journey. Trainees will lay strong foundations and be ready to start as a beginning teacher, with the skills and attributes to continue their professional development. An experienced history teacher draws fluently upon their knowledge and may not even be consciously aware of their great competence. As trainees are learning to teach they need to become more explicitly aware of the different components that make up their developing expertise.

In the History CA programme we tease out the learning to five strands, which are intertwined with strong professional practice. However, to help trainees see the framework of the history part of the training course, this table allows trainees to think about the different elements of the strands and where in the course they are introduced, revisited and refined.

Debates in history education (CCF1, CCF3, CCF8)	**Introduced (Induction)**	**Revisited (Development)**	**Refined (Refinement)**
This theme is never far from a history teacher's mind. Here we engage directly with the purposes of history teaching, debates about how it should be taught and how these both shape what is taught.	Induction week: a brief history of history teaching CA session: history in schools Discussions with mentors Assignment 1 ******Clio network and HA membership	Paired reading with mentors CA session: Whose histories? Assignment 2 *******Clio network and HA membership	CA session: T.E.A.C.H UCL Teaching the Holocaust Assignment 3 Summer project ******Clio network and HA membership

Planning and assessing historical learning (CCF1, CCF2, CCF4)	**Introduced (Induction)**	**Revisited (Development)**	**Refined (Refinement)**
Planning sequences of lessons with valid and effective enquiry questions is a highly skilled process. It is the key to effective history teaching.	CA sessions: planning a history lesson, what is a historical enquiry question? and assessment in history (plus overlap with disciplinary concept sessions) Observation, planning and teaching and working with mentors in Placement 1 serial visits and Block 1 Assignment 1 ******Clio network and HA membership	Paired reading with mentors CA session: planning sequences Assignment 2 Planning and teaching in Placement 1 Block 2 ******Clio network and HA membership	Placement 2 planning and teaching Peer work on curriculum planning Assignment 3 Professional Enrichment weeks ******Clio network and HA membership

Substantive knowledge and conceptual understanding (CCF1, CCF2, CCF3, CCF8)	**Introduced (Induction)**	**Revisited (Development)**	**Refined (Refinement)**
Improving our own knowledge of the past is a career-long process for history teachers. We need always to keep up to date with current scholarship or our teaching becomes inaccurate and stale.	CA sessions: LOTC, substantive knowledge and working with historians. HTA part 1 Observation, planning and teaching in Placement 1 serial visits and Block 1 ******Clio network and HA membership	CA sessions: Local History, Empire and Migration and Whose Histories? Peer teaching Planning and teaching in Placement 1 Block 2 Assignment 2 HTA part 2 ******Clio network and HA membership	Planning and teaching in Placement 2 UCL Teaching the Holocaust Summer project ******Clio network and HA membership

Disciplinary knowledge and conceptual understanding (CCF3, CCF8)	**Introduced (Induction)**	**Revisited (Development)**	**Refined (Refinement)**
To teach history we need a deep understanding of the discipline of the academic subject of history and its distinctive features. We need to learn how the discipline has been, and is, currently theorised in schools, in order to confidently and competently contribute to the further development of history teaching.	Prep work, CA session and follow-up work with mentors on each disciplinary concept Observation, planning and teaching in Placement 1 serial visits and Block 1 ******Clio network and HA membership	Trainee and mentor shared reading across Placement 1 HTA part 1 Planning and teaching in Placement 1 Block 2 ******Clio network and HA membership	Trainee and mentor shared WtWO podcast listening across Placement 2 HTA part 2 Planning and teaching in Placement 2 ******Clio network and HA membership

Classroom practice (CCF2, CCF3, CCF4, CCF5, CCF6, CCF7)	**Introduced (Induction)**	**Revisited (Development)**	**Refined (Refinement)**
Managing behaviour	CA sessions teach how to plan and teach history in an engaging way. Risk assessment work Observation of lessons and work with mentors. Assignment 1	CA sessions teach how to plan and teach history in an engaging way. First teaching practice and work with mentors. Assignment 2	CA sessions teach how to plan and teach history in an engaging way. Second teaching practice and work with mentors. Summer project
Explaining complex historical concepts	CA sessions on disciplinary concepts CA session on substantive concepts	Historical Thinking Audit (HTA) – Task 2 Peer teaching Placements 1&2	Summer project
Managing educational talk • **Questioning**	CA sessions contain modelling and practice, including story telling	First teaching practice and work with mentors Self-study module	Second teaching practice and work with mentors.

• **Group work** • **Discussion**	Observation of lessons and work with mentors		
Literacy in the history classroom	CA session Observations	Placement 1 CA session	Placement 2 Mentor- trainee reading
Applying cognitive psychology theories and other learning strategies in the history classroom	CA sessions Observations	Placement 1 Shared reading with mentors	Placement 2 Summer project
Managing GCSE	CA session: GCSE - 1 Observation of lessons and work with mentors	First teaching practice and work with mentors.	Second teaching practice and work with mentors. CA session: GCSE - 2
Managing A level	CA session: A Level A level marking project	Observation and teaching practice on placements and work with mentors. A level practice development unit	A level day
Marking practices	Work with mentors	School placements and work with mentors CA session on marking and assessment	CA session: GCSE - 2 HTA – task 4
Supporting all learners	CA sessions: differentiation, historical literacy Observation of lessons and work with mentors	CA sessions: cognitive science and historical narrative, EAL Teaching practice on placements and work with mentors Assignment 2	Summer project
Digital learning	ICT audit and plan to drive personal development Learning and planning online Work with mentors	Work on personal ICT profile Teaching practice on placements and work with mentors	Summer project https://bit.ly/HistoryNerds
Primary to secondary transition	Primary experience	Discussion with mentors in placement 2 about primary to secondary transition	The primary history curriculum

7. Connection of School-based Training sessions to the ITT Core Content Framework (Question 1a)

Induction Phase: School-based Provision during Placement 1 serial visits (Sept/Oct)

The WSI/CA programme input considers key themes in a general way. **Placement schools** are asked to explore specific themes within their context with trainees whilst they are undertaking serial visits. **Trainees must also be proactive** on following up on each week's themes with their professional tutors/subject mentors. This is best done through practical discussion with colleagues in school, and hands-on experience with classes as appropriate. Professional tutors and subject mentors can follow the suggestions given below, but **trainees should also take up any training opportunity offered** in each theme, as and when there is an option to do so during their placements.

During the initial Induction period, trainees undertake serial visits, but the themes that are introduced/discussed at the provider led provision before October half term should be followed up in school-based activities at the beginning of Placement 1. The following tables provide **exemplar activities, discussion prompts, and other school-based activities** based on themes explored in WSI **during the initial Induction phase**.

Core Content Framework Theme 1: High Expectations	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
Trainees should be provided with the opportunity to observe excellent practice that inspires, motivates and challenges both in their own subject and beyond and/or follow a pupil or class over several lessons to observe the variety of experiences offered.	→ The trainee may be able to interview pupils to find out what helps them to learn in different subject areas. → What engaged and motivated the pupils observed? → How did the teacher ensure or reinforce high standards of literacy/numeracy and in verbal communication? → What examples of mutual respect, intentional and aspirational language were recognised? → How was the school's behaviour policy used? → Were there any fluctuations in contributions, volume and concentration? → What may have influenced any fluctuations in contributions, volume and concentration? → How were pupils stretched? What questioning/enquiry techniques were used? → Create an engaging starter activity to trial in an upcoming lesson.
The mentor or a host teacher selects a sample of pupils with differing abilities, aptitudes and motivation, ideally from a class the trainee will	→ Differences and similarities identified in the work samples? → Common errors or misconceptions and how these are addressed/might be addressed in future planning/practice.

be involved with. Trainees are given profiles and/or work samples from these individuals and have the opportunity to discuss their attainment, attitude to learning and the schools target setting processes.	→ Evidence of progress. → Homework routines and engagement.
Pastoral staff should arrange for the trainee to meet a pupil who has transformed aspect/s of their education e.g. attendance, participation, academic progress. The trainee can then listen to the young person's experiences and those of a key member of staff who has been working with them.	→ What sources of support did the pupil have? → How were parents/carers engaged in the process? → How might this influence future practice?
Trainees should where possible observe lessons in Citizenship/PSHE.	→ Are Citizenship and PSHE/RSE delivered within a designated programme and/or within subject teaching? How? → Does the school run "timetable drop down" PSHE days? → Are relevant whole school events organised (e.g. mock elections)? → Does the school have a student council? → Are there any links with the local community? In what ways do pupils engage with the local community? → What problems are involved in dealing with controversial issues? Formally? Informally? → How does the teaching of these lessons compare the teaching style to that in other lessons observed?
Trainees should get involved with a subject enrichment activity which extends and promotes learning in their subject area.	
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	
The Professional Tutor could supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf → This short article shows how teachers set high expectations for pupils by using a 'stretch and challenge' model. It suggests 10 practical approaches

	trainees can observe happening and then use in the classroom related to: learning intentions, independence and resilience, questioning and discussion, choice of task, resources, groupings, feedback, academic vocabulary, homework and teaching assistants: https://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/ → Further videos and articles on setting high expectations can be found at: https://earlycareer.chartered.college/1-high-expectations/

Core Content Framework Theme 4: Classroom Practice	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
Trainees should observe the lessons across age ranges in both their departmental subject area and beyond.	→ How was the learning sequenced? → What modelling, explanations and scaffolds were used? → What opportunities were given for the pupils to consolidate and practise their new knowledge and skills? → What opportunities did pupils have to recognise their new learning and reflect on how they learnt? → In schools which set homework, create a homework task for a subsequent lesson with a specific focus e.g. spaced learning, challenge, choice. Jointly mark the activity from a range of books with the host teacher and review the outcomes of the task together. Complete the marking process independently.
Where Post 16 education is present in the placement school observe subject specific lessons and have follow up discussions with the professional tutor/mentor. If Post 16 education is not present trainees should be given the opportunity to meet with the member of staff responsible/overseeing transition to discuss the local networks and routes available.	→ What different teaching approaches and strategies are employed with these groups when compared to KS3/4 → What are the positives/challenges of teaching KS5?
The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → Tom Sherrington's blog provides practical strategies to help teachers build the checking of pupils' recall and understanding into their basic classroom routines: https://teacherhead.com/2017/09/09/teaching-fundamentals-checking-for-recall-and-understanding/ → This Sec Ed article explains Rosenshine's 10 Principles of Instruction and offers four practical suggestions about how they can be used to improve the quality of trainees' and teachers' teaching: https://www.sec-ed.co.uk/best-practice/four-ideas-for-applying-rosenshines-principles/

	→ Further videos and articles on planning and teaching well-structured lessons can be found at: https://earlycareer.chartered.college/standard-4/
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	

Core Content Framework Theme 7: Managing Behaviour	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
The Professional Tutor should ensure trainees are clear on the school's safeguarding/child protection policy and processes as soon as placement starts, this may involve meeting with the schools Safeguarding Lead.	→ Meeting with a Head of Year to discuss their role, opportunities and challenges in leading a team of form tutors and an annual overview of form tutor activities. → Considering the pastoral care role of the classroom teacher, what types of concerns should a classroom teacher bring to the attention of colleagues? How should a teacher deal with personal disclosures (e.g. possible child abuse)? → Opportunities to explore and discuss the school's safeguarding related policies such as the staff code of conduct, ICT and social Media policy and the promotion of Fundamental British Values. → Observe several form tutors from different year groups with specific aspects to focus on. → To demonstrate their developing understanding from these observations and receive feedback from school colleagues, trainees should: → Plan a form tutor session with the support from the host form tutor and progress towards leading a form tutor session, perhaps starting with team teaching and then review. → Where suitable, trainees might collaboratively deliver an assembly.
The Professional Tutor or a Senior Leader will give an introductory talk on school policies and procedures, their purpose and their origins and how the school's values are reflected in them. Trainees should understand the school's behaviour policy, rewards and sanctions BEFORE beginning to teach classes.	→ What are some of the common problems that trainees and ECTs face with regards to managing behaviour? → Discuss some critical incidents (real or imaginary), which have occurred in the school in the past and how they were dealt with.
Observation of lesson(s) with a focus on behaviour	→ How do school colleagues foster a mutual relationship of respect? The trainee could jot down ideas seen during an observation to discuss them with the Professional Tutor. This might include identifying a range of entry

	routines into classrooms and the impact of these routines on pupil behaviour. → Discuss classroom layout and seating plans, concentrating on the impact they have on behaviour and pupil progress. → How does the teacher manage the lesson to maintain pupils' involvement in the work? → What classroom rules appear to be operating?
Where provision is present in placement schools, trainees should:	→ Gain experiences working in 'units' that support behaviour → Attend whole school training events/local network CPD events related to behaviour management → Work with Drama and PE colleagues to observe and focus on voice and presence.
The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	→ Further videos and articles on managing behaviour can be found at: https://earlycareer.chartered.college/standard-7/
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	→ Identify points which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress and improve future classroom practice.

Induction Phase: School-based provision during Placement 1 (Nov-Feb)

The following themes (with suggestions for aspects to be covered) are shared with professional tutors/school-based mentors for school-based provision either via tutorial input or via on-the-job experience as part of the trainees' work and training in school during Placement 1. **Professional tutors are asked to coordinate this programme** (but they are not expected to deliver all elements of it themselves). Trainees should also ask their Professional Tutor how they can uncover information on the following ITT CCF themes:

Core Content Framework Theme 2: How Pupils Learn	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
Professional Tutor to provide the trainee with school policy and practice documents related to Teaching and Learning.	→ Trainee to read through the relevant policies and make a list of questions or observations for PT/T&L lead discussion → Look for evidence of the T&L policy in action during an observation(s) and reflect on how this could be embedded into future practice. → Does the school have a display policy? When moving around school, take note of displays and evaluate their impact on pupil learning. → What displays are in classrooms? Are they referred to? In what ways do they support learning? → How do teachers in the subject department review the teaching and learning taking place? → In the subject department, trainee undertakes joint planning, resource creation and team teaching with a focus on building on one or more of the following: pupils' prior knowledge, balancing exposition, retrieval of critical knowledge and skills and increasing challenge. → Trainee to share the experience and resources used in this lesson with the department (focus on the strategies used and the educational theory covered in UoY Metacognition WSI/CA).
The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → This 9-minute TED talk provides an introduction to the importance and limitations of 'working memory': https://www.youtube.com/watch?v=UWKvpFZJwcE → This 6-minute introductory video is about 'overloading working memory'. It considers the use and relevance of working memory to learning,

	teaching and performance: https://www.youtube.com/watch?v=zPNwWK7T39k → This weblink uses text and short videos to comprehensively explain how trainees can get started with metacognition. It clarifies the difference between metacognition knowledge and metacognition regulation and explains how both can be encouraged in the classroom. It includes a checklist and glossary: https://cambridge-community.org.uk/professional-development/gswmeta/index.html → This short TES article is about 'retrieval practice' a technique used to change long-term memory and encourage pupils to retain what they have been taught. The article suggests activities that can be used by pupils to recall what they have learnt in previous lessons and apply this learning to solve future problems: https://www.tes.com/news/retrieval-practice-five-new-tips-make-learning-stick → Further videos and articles on promoting good progress and how pupils' learn can be found at: https://earlycareer.chartered.college/1-high-expectations/
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	→ Identify points which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress and improve future classroom practice.

Core Content Framework Theme 3: Subject and Curriculum	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
Trainees given the opportunity to meet whole school literacy leads to provide an introduction to the placement school's whole-school literacy policy, key activities and how this is implemented in lesson planning developing literacy across year groups.	→ The Professional Tutor facilitates joint discussions around literacy teaching across the school following a focused observation(s). Prompts to consider: - When do teachers and pupils talk? - Who talks to whom and how often? - How much time is devoted to teacher talk, pupil talk and writing?

	- Did boys or girls dominate talk? - What did the teacher do to facilitate talk? - Did pupils speak with a strong dialect or accent? Does this matter? - When and how are questions used by the teacher? - How are they directed and to whom? What types of questions are used? → Mentor meetings reflect on observations of subject specific literacy practices and planning to incorporate literacy teaching in the trainees subject area.
Trainees given the opportunity to meet whole school numeracy leads to provide an introduction to the placement school's whole-school numeracy policy, key activities and how this is implemented in lesson planning.	→ The Professional Tutor facilitates joint discussions around numeracy teaching across the school following a focused observation(s). Prompts to consider: - What are the schools key approaches to supporting numeracy? - How is cross curricular numeracy monitored? → Mentor meetings might reflect on observations of subject specific numeracy practices and planning to incorporate numeracy teaching.
Trainees given the opportunity to meet whole school curriculum lead to provide an introduction to the rationale for curriculum structure, intent, implementation and impact.	→ How are the school's values reflected in their curriculum? → What are the reasons for 2 or 3 year KS4 arrangements? → Options process - to what extent are there prescribed curriculum routes and how much choice do pupils have? → What have been the most recent curriculum changes, e.g. have new subjects been added? Have some subjects been taken out of the curriculum? Has there been curriculum diversification? → Is there an 'out of hours' curriculum? Is it open to all pupils? → Are there examples of wider stakeholder (governors, parents, pupils, community) involvement in curriculum development?
The mentor should highlight the presence of local subject networks, local sources of subject support and where possible the trainee could attend an event or networking.	
Where Post 16 education is present in the placement school observe and discuss with school leaders, professional tutor and other school colleagues. If Post 16 education is not present trainees should be given the opportunity to meet	→ work-related learning and vocation learning opportunities → explore how the schools prepared students for UCAS university applications with A-level students, and for university learning → explore the careers advice and guidance given to sixth formers (especially those who choose not to go into higher education)

with the member of staff responsible/overseeing transition to discuss the local networks and routes available.	→ engage with IB and aspects of Sixth Form transition and enrichment.
The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → This 2-minute video introduces schemas as a way of linking new and existing knowledge: https://www.youtube.com/watch?v=Xj0CUeyucJw → This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils' speaking and listening skills: https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	→ Identify things which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress and improve future classroom practice.

Core Content Framework Theme 6: Assessment	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
The Professional Tutor and/or school progress leader/s meet with the trainees to discuss the schools assessment approaches.	→ learning about systems and school practice, including departmental use of data; → a focus on recording procedures in the department/across the school generally (e.g. use of mark book); → exploring the ways in which the school uses data such as KS2 levels, Fisher Family Trust (FFT) data, CATS, YELLIS. → understanding how data feeds into Progress 8, Attainment 8, and EBacc measurements.

Trainees work with their mentor or host teacher to discuss and observe departmental approaches to AFL.	→ Identifying opportunities for integrating self and peer assessment into a series of lessons. Trainees could get the opportunity to write clear, pupil-friendly success criteria in collaboration with the host teacher then get the pupils to assess their own work and each other's work and set targets for improvement before reflecting on the outcomes of this and identify actions for future development. → Marking of GCSE work by applying the Exam Board's mark scheme and subsequent discussion with the Mentor about success and difficulties.
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed from expert colleagues both on placement and on the PGCE team.	→ Identify points which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress and improve future classroom practice.

Development Phase: School-based provision during Placement 2 (Feb-May)

The following themes (with suggestions for aspects to be covered) are shared with professional tutors/school-based mentors for school-based provision either via tutorial input or via on-the-job experience as part of trainees' work and training in school during Placement 2, and potentially also during Professional Enrichment. **Professional tutors are asked to coordinate this programme** (but are not expected to deliver all elements of it themselves). Trainees should also ask their Professional Tutor how they can uncover information on the following ITT CCF themes:

Core Content Framework Theme 5: Adaptive Teaching	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
Professional Tutor to provide the trainee with school policies and practice documents related to Special Educational Needs and Disabilities (SEND)	→ Trainee to read through the relevant policies and make a list of questions or observations for PT/Mentor → Arrange for a meeting with the school SENDCO and/or supporting HTLA/TA team to discuss: → How does the school cater for pupils considered to be more able? → How do HTLAs/TAs operate, discuss the routines and preferred methods of collaboration and deployment. → Are any pupils statemented as having SEND in the trainee classes and what provision or support is currently given?Trainees should talk with a

	classroom teacher and/or shadow a SEND pupil in their subject observing the teaching strategies and adaptations made to support and stretch.
Professional Tutor to provide the trainee with school policies and practice documents related to English as an Additional Language (EAL).	→ Consider how English as an Additional Language (EAL) is understood and policies/practice at work in the setting → If there is an EAL coordinator in school, discuss this theme with him/her/them. → Do trainees have any EAL pupils in their classes and what provision or support is currently given? Trainees should talk with a classroom teacher and/or shadow a EAL pupil in their subject observing the teaching strategies and adaptations made to support and stretch.
Professional Tutor to provide the trainee with school policies and practice documents related to inclusion and equality.	→ How does the school interpret equality in diversity? → How does it monitor achievement by e.g. gender, ethnicity, BAME, other minority groups? Discuss with teachers the tensions involved in promoting equality whilst celebrating diversity. → Explore how minority groups (e.g. LGBTQ+; Gypsy, Roma, Traveller children etc) are understood and policies/practices at work in the setting → Observe classes using the lens of gender/ethnicity/disability/sexuality. Trainees should observe in-class strategies for pupils working at different paces or having problems with the work. → Which agencies does the school liaise with?
The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → This webpage is about the importance of adapting teaching in a responsive way. It considers using cognitive science and formative assessment techniques to improve teaching and meet pupils' learning needs: https://improvingteaching.co.uk/2018/06/03/what-is-responsiveteaching/#:~:text=%20So%20my%20working%20definition%20%E2%80%93%20responsive%20teaching,to%20support%20students%20to%20do%20better.%20More%20 → The Education and Endowment Foundation's report, poster and additional tools and resources provides 5 recommendations on special education needs in mainstream schools: https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/ → Further videos and articles on adapting and adaptive teaching can be found at: https://earlycareer.chartered.college/standard-5/
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to	→ Identify points which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress

address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and on the PGCE team.	and improve future classroom practice.

Core Content Framework Theme 8: Professional Behaviours	
Learning Opportunity	**Examples of follow up discussion/trainee reflection/ activities that could be undertaken:**
The Professional Tutor and Mentor to discuss teacher wellbeing and time management with trainee.	→ What support is available in school to promote positive wellbeing, mental health and resilience? → SMART techniques and routines deployed to assist with time management, examples of methods of organisation deployed by staff.
Trainee to collate a list of all the support staff they shall be working with and approach them to discuss their role, how best to communicate and deploy them.	→ Trainee to use the information collated to arrange and co-plan lessons where appropriate with those supporting you e.g. TAs, lab technicians, librarians.
The Professional Tutor and Mentor to discuss the parental and community connection that the school and the specific subject department have.	→ What makes up the school community? The social, economic, religious and cultural characteristics of the school community including any sensitive issues the trainee should be aware of. → What routine curriculum and pastoral communication takes place with parents and carers? → Role play or discussion around difficult conversations with parents, carers, community and multi disciplinary work (a variety of school roles would benefit from input here). → Trainee to shadow and take part in parental meetings and other consultations such as KS4 options events.
Professional Tutor to discuss the ECT and CPD programmes available to staff in the school placement	→ How does the school manage to transition to ECT? Trainees would benefit from joint sessions with recent ECT staff in school to share experiences and discuss the transition, monitoring and support available. → What in-house CPD and training opportunities exist? Where possible attend sessions and incorporate into professional discussions with school colleagues. → What opportunities exist for staff to complete external training and/or further accreditation with HEI?

The Professional Tutor should supply related articles/media for reading, discussion, perhaps leading to a lesson observation focus.	Exemplification resources for possible use: → Teacher wellbeing and workload: Why a work–life balance is essential for the teaching profession: https://earlycareer.chartered.college/teacher-wellbeing-and-workload-why-a-work-life-balance-is-essential-for-the-teaching-profession/ → This 10-minute video provides some time saving workload tips for new teachers: https://www.youtube.com/watch?v=OKW_Y2E7KK8 → This 3-minute DfE video explains how teachers can reduce the burden of lesson planning and provides a case study from Whitley Bay High School on their approach to shared planning: https://www.youtube.com/watch?v=Jag_XZPx_QQ
Trainee to consider their confidence in understanding, enacting and improving this theme and make a note of next steps to address, including further reading or support needed to develop skills in this area from expert colleagues both on placement and the PGCE team.	→ Identify things which are not understood within this theme, and which can provide a basis for discussion with PT/mentors. → Identify gaps in knowledge and experience, which will enable progress and improving in future classroom practice.

8. Whole School Issues (WSI) further reading - exemplification resources (Question 1a)

The materials and resources cited in the Core Content Framework are shared with all trainees as they approach the relevant phase of their training where each specific CCF area has its focus. Materials/resources are also useful for trainees for background evidence in their three academic assignments. These materials/resources are used in conjunction with WSI and CA resources/materials such as those listed below. Helpful resources and research underpinning taught sessions are updated annually as new reports, studies, chapters or books are published of relevance to the set theme.

For brevity, as a worked example we highlight here exemplification materials relevant to CCF6 learning that we use across the training programme.

Induction week		
Themes		**Further reading and exemplification resources**
BEING THE PROFESSIONAL TEACHER	**Effective Teaching**	R, Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning:https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf Hattie, J (2012) Visible Learning for Teachers. Maximising Impact on Learning. Sage Publications Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x
REFLECTIVE PRACTICE	**The reflective practitioner - case study of Primary School Transition**	McLellan & Galton, 2015, The impact of primary-secondary transition on students' well-being, Nuffield Foundation.
	Issues in Primary education	The National Curriculum: https://www.gov.uk/government/collections/national-curriculum

Autumn Term WSI Sessions	
Themes	**Further reading and exemplification resources**
UK curriculum intent, implementation and impact	The National Curriculum: https://www.gov.uk/government/collections/national-curriculum This A4 summary explains what a 'knowledge rich curriculum' is and its implications for trainees and teachers: https://my.chartered.college/wp-content/uploads/2019/06/Knowledge-centred_Simon.pdf Curriculum: An Offer Of What The Best Might Be: https://impact.chartered.college/article/curriculum-an-offer-of-what-the-best-might-be/ Subject associations are useful sources of information on subject and curriculum knowledge, sequencing a coherent curriculum, practical ideas for teaching and provide essential networking and benchmarking opportunities to improve trainees' and teachers' practice. This recently published comprehensive directory explains more about each of these associations and what they offer for trainees and teachers working with 4 –18 year olds: https://www2.le.ac.uk/offices/english-association/about-us/CfSASubjectAssocationDirectory2020.pdf.
Literacy across the curriculum	Barton, G. (2013). Don't Call it Literacy! Coultas, V. (2007). Constructive Talk in Challenging Classrooms Mercer, N & Littleton, K. (2007) Dialogue and the Development of Children's Thinking Quigley, A. & Coleman, R. (Education Endowment Foundation). (2019) Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/ Strong, J. (2013). Talk for Writing in Secondary Schools: How to Achieve Effective Reading, Writing and Communication Across the Curriculum This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils' speaking and listening skills: https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/
Numeracy across the curriculum	https://www.nationalnumeracy.org.uk/what-numeracy Barriers to numeracy: Often numeracy and maths is not portrayed in a positive light as this youtube clip demonstrates. It is important that we as role models consider what message we give about numeracy as this youtube clip suggests. Numeracy is about enhancing understanding. Watch this youtube clip on Dave Gorman using numeracy to make a point about the price of printer ink. Think about some of your teaching points, could any of those numeracy principles (arithmetic, measures, estimates, geometry, algebra, probability, data, simpler steps) be used? Publication : Count me in Support: As discussed, it is important for you to address your numeracy skills so that you are able to function effectively in the wider professional demands of being a teacher and be a positive role model. Here is an excellent website for learning some skills and there is also the ******** Skills Centre
ICT across the curriculum	EEF Guidance Report, using Digital technology to improve learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/ Teachers and technology, time to get serious: an article by Neil Selwyn featured in CCT Impact: https://earlycareer.chartered.college/teachers-and-technology-time-to-get-serious/

Behaviour for learning (Part 2)	Bennett, T. (2019). The Beginning Teacher's Behaviour Toolkit: A Summary; Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/_Tom_Bennett_summary.pdf This STEM transcript of an audio seminar looks at rules, routines and expectations. It considers how teachers establish classroom routines and explains that once pupils know and understand them the management of behaviour becomes hidden in the learning rituals of the classroom: https://www.stem.org.uk/system/files/community-resources/2016/09/Step%202.6_Rules%20and%20routines.pdf This webpage is part of the DfE's guidance for schools published in May 2020. It is designed to help schools keep pupils motivated and engaged when learning remotely: https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged Further videos and articles on managing behaviour can be found at: https://earlycareer.chartered.college/standard-7/
Intro to AfL	Black, P and Wiliam, D (1998) Inside the Black Box: Raising Standards Through Classroom Assessment. London: School of Education, King's College. Hattie, J (2011) Visible Learning for Teachers. Abingdon, UK: Routledge. Hattie, J & Timperley, H (2007). The Power of Feedback Swaffield, S (Ed.) (2008) Unlocking Assessment: Understanding for reflection and application. Abingdon, UK: Routledge. William, D. (2014) Formative assessment and contingency in the regulation of learning processes. Paper presented at the Annual Meeting of American Educational Research Association. Philadelphia, PA, April 2014 http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20%28AERA%202014%29.docx This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). It explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink: https://cambridge-community.org.uk/professional-development/gswafl/index.html
Remote Learning	Information, guidance and support available for teachers on educating children during the coronavirus outbreak: DfE: Remote Education Good Practice Guide; Safeguarding and remote learning guidance Ofsted, Jan 2021: What's working well in Remote Learning: https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education Online learning tools: Microsoft Teams for online communication and sharing Zoom for video conferencing Loom for screen recording Teach from home with Google Kahoot for online quizzing Flipgrid for video sharing Google Keep Microsoft Office Lens Microsoft immersive reader

Attainment/Data	Daisy Christodoulou's Website: https://daisychristodoulou.com/ Deliberate Practice in the classroom: https://www.the-learning-agency-lab.com/the-learning-curve/deliberate-practice-in-the-classroom Ericsson, K. A., Krampe, R. T., and Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychol. Rev. 100, 363–406. Wiliam, D. (2015, February 3). Practical ideas for classroom formative assessment. Dylan Wiliam Center blog. Retrieved from http://www.dylanwiliamcenter.com/practical-ideas-for-classroom-formative-assessment/ Wiliam, D., & Leahy, S. (2015). Embedding formative assessment: Practical techniques for K–12 classrooms. West Palm Beach, FL: Learning Sciences International. Dylan William's Website: The site gives access to research papers, resources and presentations on a variety of topics, as well as William's regular education blog https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html Nickerson, R. S., Butler, S. F., & Carlin, M. T. (2015, February 2). Knowledge assessment: Squeezing information from multiple-choice testing. Journal of Experimental Psychology: Applied, 21(2), 167–177.
Alternative Provision	DfE: Creating opportunity for all Our vision for alternative provision March 2018: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/713665/Creating_opportunity_for_all_-_AP_roadmap.pdf House of Commons Education Committee: July 2018 Forgotten children: alternative provision and the scandal of ever-increasing exclusions: https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf Education Policy Institute, September 2019: SEND and alternative provision: is policy on the right path?: https://epi.org.uk/publications-and-research/send-and-alternative-provision-policy/#:~:text=Alternative%20provision%20in%20this%20context,not%20otherwise%20receive%20suitable%20education.
Marking and Feedback	Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112: https://doi.org/10.3102/003465430298487 The Education Endowment Foundation's summary of feedback research explains how teachers use assessment to understand pupils' strengths, weaknesses and progress and how these can be addressed through feedback: https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/ This short article in the Chartered College of Teaching's Impact journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy: https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/ In this 2-minute video Dylan Wiliam provides advice on teachers' use of time and marking: https://www.youtube.com/watch?v=tPmCGwM3gtw This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices: https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/
Working with school support staff	Making best use of teaching assistants' by the Education Endowment Foundation, a guidance report designed to provide practical, evidence-based guidance to help primary and secondary schools make the best use of teaching

	assistants. It contains seven recommendations, based on the latest research examining the use of TAs in classrooms. This report is primarily for Head Teachers and School Leaders. https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ This 4-minute video introduces teachers to the Education Endowment Foundation's evidence about the best deployment of teaching assistants: https://www.youtube.com/watch?v=MAkWKf3m-Dg Education Support Partnership: stresses & strains of being a teaching assistant – Blog describing some of the pressures on TAs and providing an alternative view point: Stresses & strains of being a teaching assistant | Education Support Teaching personnel: Classroom Support Staff Handbook - document from a supply agency detailing the varied roles, responsibilities and skill sets required of a TA. https://assets.teachingpersonnel.com/pdf/TPs_ClassroomSupport_Handbook.pdf
Parental communication	Campbell, C. 2011. How to Involve Hard-to-Reach Parents: Encouraging Meaningful Parental Involvement with Schools. London: National College for School Leadership. Castro et al. 2015. Parental Involvement on Student Academic Achievement: A Meta-Analysis. Educational Research Review. 14, pp 33-46. Desforges, C. and Abouchaar, A. 2003. The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review. London: Department for Education and Skills. Goodall, J. et al. 2010. Review of Best Practice in Parental Engagement. Department of Education. Williams, E. 2016. PTA UK and Parent Councils UK Join Forces to Promote Parental Engagement in Schools. PTA UK. Available at: http://www.pta.org.uk/News/PTAUK-and-Parent-Councils-UK-join-forces-to-promote-parental-engagement-in-schools. Teach.com, Teachers and Parents: Bridging the gap blog: https://teach.com/blog/parent-teacher-communication/
Oracy in the Classroom: Strategies for effective talk	(DfE) Department for Education. 2013. English programmes of study: Key stages 3; Key Stage 4 Barton, G. (2013) Don't Call it Literacy. An easy-to-navigate guide for reading, writing and oracy secondary school classrooms. Mercer, N. 1995. The Guided Construction of Knowledge: Talk amongst Teachers and Learners. Cleveden, Avon: Multilingual Matters Ltd. Fitch, A (2015) Spoken Literacy and Rhetoric in the Classroom (A HGS resource). In Sherrington T Making speech count: Rhetoric in practice. Available at: https://teacherhead.com/2015/09/09/making-speech-count-rhetoric-in-practice

Spring Term WSI Sessions	
Themes	**Further reading and exemplification resources**
Metacognition	Brod, G., Werkle-Bergner, M. & Shing, Y.L. (2013) The Influence of Prior Knowledge on memory: a developmental cognitive neuroscience perspective. Frontal Behaviour Neuroscience Vol 7 pp. 13-19 Defrene, B.A. Lestremau, L. & Zoder-Martell, K. (2014) Direct Behavioural Consultation: Effects on Teachers' Praise and Student Disruptive Behaviour Psychology in the Schools Vol 51 pp567-580 Gardner, Howard (2011) Frames of Mind: The Theory of Multiple Intelligences, Basic Books, New York Geake, J.G. (2008) Neuromythologies in Education, In Educational Research, 50, pp123-133 Howard-Jones, P.A. (2014) Neuroscience and education: myths and messages. In Nature Reviews Neuroscience, Vol 15 pp.817-824 Accessible at: https://doi.org/10.1038/nrn3817 Izuma, K., Saito, D.N. & Sadato, N. (2008) Processing of social and Monetary Rewards in the Human Striatum. In Neuron Vol 58 284-294 Min-Jeong, K. The Wick in the Candle of Learning: Epistemic Curiosity Activates Piaget, J. (1967) Six psychological studies London, Random House Publishers National Research Council (2000) How People Learn I: Brain, Mind, Experience and School. Washington DC, National Academies Press National Academies (Science, Engineering, Medicine) (2018) How People Learn II: Learners, Contexts and Cultures. Washington DC, National Academies Press Piaget, J. (1926) The Language and Thought of the Child. London: Routledge & Kegan Paul Piaget, J. (1928) The Child's Conception of the World. London: Routledge and Kegan Paul Reinke, W.M., Lewis-Palmer, T & Merrell, K. (2008) The Classroom Check Up: A classwide teacher consultation model for increasing praise and decreasing disruptive behaviour. In School Psychology Review Vol 37, pp315-332 Sherrington, T (2019) Rosenshine's Principles in Action. John Catt, Woodbridge Shing, Y.L. & Brod, G. (2016) Effects of Prior Knowledge on Memory: Implications for education. Mind, Brain and Education Vol 10 153-161 Skinner, E.A., Kindermann, T.A. & Furrer, C.J. (2009) A Motivational Perspective on Engagement and Disaffection Conceptualisation and Assessment of Children's Behavioural and Emotional Participation in Academic Activities in the Classroom. In Educational and Psychological Measurement Vol 69 pp 493-525 Vygotsky, L.S. (1962) Thought and Language Boston, MIT Press Young, C.B., Wu, S.S. & Menon, V. (2012) The Neurodevelopmental Basis of Maths Anxiety. Psychological Science, Vol 23: pp492-501
Why do we see individual differences in pupil attainment?	Asbury, K. & Plomin, R. (2013). G is for Genes: The Impact of Genetics on Education and Achievement. Wiley-Blackwell. Krapohl, E., Rimfeld, K., Shakeshaft, N. G., Trzaskowski, M., McMillan, A., Pingault, J. B., ... & Plomin, R. (2014). The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. Proceedings of the national academy of sciences, 111(42), 15273-15278. Martschenko, D., Trejo, S., & Domingue, B. W. (2019). Genetics and education: recent developments in the context of an ugly history and an uncertain future. AERA Open, 5(1), 2332858418810516.

	Rimfeld, K., Ayorech, Z., Dale, P. S., Kovas, Y., & Plomin, R. (2016). Genetics affects choice of academic subjects as well as achievement. Scientific reports, 6(1), 1-9.

Summer Term WSI Sessions	
Themes	**Further reading and exemplification resources**
Attachment Theory	Ainsworth, M. D., Blehar, M. C., Waters, E., & Wall, S. (1978). Patterns of attachment: Assessed in the strange situation and at home. Hillsdale, NJ: Erlbaum Bebbington, E. (2008) Stop wasting my time! Case studies of pupils with attachment issues in schools with special reference to looked after and adopted children. Stirling: Post Adoption Central Support (PACS). Bombèr, L. (2007) Inside I'm hurting: Practical strategies for supporting children with attachment difficulties in schools. London: Worth. Bowlby, J. (1969) Attachment (Vol.1 of Attachment and loss). London: Hogarth Press. Geddes, H. (2006) Attachment in the classroom: The links between children's early experience, emotional well-being and performance in school: A practical guide for schools. London: Worth. Sunderland, M. (2009) Foreword. In: Perry, A.(Ed.) Teenagers and attachment: Helping adolescents engage with life and learning. London: Worth.

9. Curriculum Area Exemplar (CA) further reading - exemplification resources (Question 1a)

We list here **further reading for History CA**, the exemplar subject for Reaccreditation purposes.

Essential texts (*Essential seminal texts)**:**

- Arthur, J. and Phillips, R. (2000) Issues in History Teaching London: Routledge
- Bourdillon, H (ed) (1994) Teaching History Oxford: OUP
- Chapman, A. (Ed.). (2021) Knowing History in Schools, Powerful knowledge and the powers of knowledge
- *Counsell, C. (2011) Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement. In *The Curriculum Journal*, 22, 2, June, pp. 201-225.
- Counsell, C. (2021). History. In Sehgal Cuthbert, A. & Standish, A. (Ed.), What Should Schools Teach? Disciplines, subjects and the pursuit of truth (pp. 154-173). London: UCL Press.
- Edited by Counsell, C., Burn, K. and Chapman, A. (ed) (2016) Masterclass in History Education London: Bloomsbury
- *Davies, I. (ed.) (2nd ed.) (2017) Debates in History Teaching London: Routledge
- De Groot, J. (2009) Consuming History: Historians and Heritage in Contemporary Popular Culture. London: Routledge.
- *Harris, R., Burn, K., Woolley, M. (2014) The Guided Reader to Teaching and Learning History. London: Routledge
- Haydn, T., Stephen, A. (2022) Learning to Teach History in the Secondary School. London: Routledge.
- *Husbands, C. (1996) What is History Teaching Oxford: OUP
- Husbands, C. Kitson, & A. Steward, S (2011) Teaching and Learning History: Understanding the Past 11-18. Open University Press.
- Jordanova, L. (2006) History in Practice. London: Hodder Arnold
- Kyriacou, C (1997) Effective Teaching in Schools London: Stanley Thornes
- Phillips, I. (2008) Teaching History: Developing as a Reflective Secondary Teacher. London: Sage.

More comprehensive reading lists (specifically for support in assignments) refer to Historical Association resources found at: https://www.history.org.uk/secondary/categories/380/info/3951/supporting-resources
These are used extensively in the CA programme to tap the trainees into the national subject network that supports history teachers from trainee to senior department roles as experienced teachers.

The VLE area of the PGCE Secondary History site contains many more in depth links and supporting resources than can be explored here (see Figure 2).

History trainees also make use of this resource in guided reading with their mentors throughout each placement: https://clioetcetera.files.wordpress.com/2016/12/guided-bibliography-history-education.pdf

Teaching History journal

Teaching History is the journal of the Historical Association for secondary history teachers. We cannot overstate how important it is that you read this journal and use the back catalogue of articles for your PGCE work, including assignments. It is not held by the library. You access it via your HA membership here on the HA website.

Here to help you is an index of articles by edition.

Here are the TH regular features, including What's the Wisdom On and Move Me On.

History teaching and wider pedagogy reading

Here is a list of the essential core texts. You can find them in the [redacted] Library. Here also is a G-folder to start you off with reading on specific topics for assignments. It is not fully comprehensive, but gives you a start. There are some older things in the folders that are not anywhere else. These folders complement your thorough searching of the TH archive, searching via academic journals and use of 'Reading Lists'. This guided bibliography was produced by a history teaching colleague. He has not been able to update it since 2015, but it is still useful for getting started with history specific reading in various topic area. Hopefully all these things will save you some searching time, or at least get you started!

Learning more History

History teachers love learning more history and it's a good job we do, because the past is constantly being revisited and more history being produced. Great history teachers are always finding ingenious ways to keep up-to-date with developments in the subject. It is never enough just to read the textbook. It is a constant challenge to find time for learning more history, but it is essential. There are many ways to do this.

No beginning history teacher has enough subject knowledge. Your Historical Thinking Audit parts 1 and 3 is designed to help you to audit your existing knowledge of the history curriculum being taught in your

Academic Journals

decorative

For your assignments you MUST access academic journal articles about history and general teaching matters. That is, over and above the professional literature you find in Teaching History. To help you we have put this list together of some key journals. You can access them via the [redacted] Library online.

Your references (and therefore your blibliography) in all three assignment MUST show evidence of critical review of material from:

- academic journals and books (this VLE item is linking you to some academic journals)
- professional journals (eg Teaching History)
- reading wider that just England and the rest of the UK
- educational policy
- WSI and CA sessions
- Your own professional practice and school placement context

Websites, Podcasts and Blogs for History Teachers

There are a plethora of history teaching websites, podcasts and blogs out there. Here we have collected some of the best. They are fantastic for curriculum resources, curriculum thinking and curriculum conversations.

History teacher twitter is a good way to keep up with new things being produced. At the same time it can be easy to be overwhelmed - don't be! Take it steady, keep learning and don't try to build Rome in a day - it takes a long time to become an experienced teacher!

Figure 2 Exemplar VLE Resource Page - History

10. Worked Curriculum Example – CCF6 (Question 1a/b)

Context for CCF6 teaching
As a worked example in the History programme (we have similar mapping for all CCF areas), we place below the CCF6 teaching map. **Assessment (CCF6)** is Assignment 2's key focus, centred on pupil progression (CCF2/3/6). Assignment 2 also has a subject specific focus, requiring trainees to teach a lesson sequence with one specialist subject class. Taught instruction/ scaffolded enactment of CCF6 occurs **cumulatively** across Induction Phase embedded within CA/WSI/SBT CCF6 provision.

Worked Example – History: CCF6 aims				
Induction Phase designed to address: - Deliberate assessment **planning** within/across lessons - Lesson **delivery** with set assessment (formative or summative) components - History specific assessment **demands** of (i) pupils; (ii) teachers. **and to counter misleading factors such as:** - Assessment not being integral to planning/delivery - Assessment only occurring at end of learning sequences - Keeping pupils "busy" in tasks during lessons/lesson sequences equates to them understanding/applying their learning. **Development/Refinement Phases designed to reinforce continued understanding that:** - Robust planning, delivery and assessment leads to **good pupil learning**.				
Programme timing	**What is taught ("learn that")** **What is enacted ("learn how to")**	**Integration of CCF/Other/ History evidence**	**Teaching**	**Sample Curricula Evidence**
Autumn				
Wk 1	**Induction Week – CA provision** **Focus 1 = Planning historical learning** **Taught/trained by CA tutor* *Introduction to lesson planning* Key ideas: 1. Assessment is integral to planning history, never bolted on. 2. What is taught needs some form of assessment attached to it to ensure historical learning 3. Modelling to show how planned learning activities fit purpose of teaching objectives 4. Assessing how teachers know that historical learning has been achieved	**CCF specific** • Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31. • Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. • Harlen, W. & James, M. (1997) Assessment and Learning: differences	Provider-led	**Curriculum Example 1**

	At this stage, learning undertaken at single lesson level to enable trainees to trial early lesson planning	and relationships between formative and summative assessment, Assessment in Education: Principles, *Policy & Practice* 4:3, 365-379. **Other:** • Wiliam, D. (2015, February 3). Practical ideas for classroom formative assessment. Dylan Wiliam Center blog. Retrieved from http://www.dylanwiliamcenter.com/practical-ideas-for-classroom-formative-assessment/ • Wiliam, D., & Leahy, S. (2015). Embedding formative assessment: Practical techniques for K–12 classrooms. West Palm Beach, FL: Learning Sciences International. • Dylan Wiliam's Website: The site gives access to research papers, resources and presentations on a variety of topics, as well as William's regular education blog https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html **History specific:** • Brown, G. and Burnham, S. (2014) Assessment After Levels, Teaching History Vol 157 pp.8-17 (Historical Association, London) • Counsell, C. (2000) Knowledge and Historical Skills: a distracting dichotomy in Issues in Teaching History, pp. 54-71 (Routledge: Abingdon) • Hibbert, D. & Patel (2019) Modelling the discipline: how can Yasmin Khan's use of evidence enable us to teach a more global World War II? Teaching History Vol 177, pp8-15 (Historical Association, London)		
Wks 3-7	**Induction Phase - CA provision** **Taught/trained by CA tutor/CA lead mentor/school partnership expert staff* **History** **Focus 1 = Planning a sequence of historical learning** Introduction to enquiry level planning Key ideas: 1. Historical enquiry question initially needs deep, careful thinking – important to devise an excellent enquiry question for any lesson sequence. 2. Historical enquiry question becomes the overarching assessment objective. 3. Each lesson in a sequence needs forms of assessment which build towards answering overarching historical enquiry question by pupils. Pupils need to see where they are in understanding the historical enquiry journey. 4. Assessment is integral to lesson sequences, all tasks reveal learning that has/not been understood by pupils. Tasks must therefore always be purposeful. 5. Summative assessment must happen against the overarching historical enquiry question. At this stage, training enables to understand Assignment 2 expectations: trainees begin to place early lesson planning into wider learning sequences where associated assessment thinking must happen across a key stage.		Provider-led	**Curriculum Example 2**

	Focus 2 = Understanding Assessment Across History Introduction to history-specific formative/ summative assessment: 1. Consideration of what AFL looks like in History – before (planning stage), during (delivery stage), and reviewing (pupils acting on feedback) + when to deploy strategies 2. Summative assessment of History: Part 1 - A-level marking examples to show what effective KS3/4 teaching/learning leads into, historical skill levels needed at A-level. **Focus 3 = Micro-Curricular Decision Making within History lessons** Introduction on how/why History teachers decide when to move lessons on: 1. Use/purpose of strong teacher questioning - enabling teacher to understand if pupils have learnt what is expected. 2. Types of history questioning – AFL connection. 3. Assessment as part of every lesson - micro-curricular decisions showing importance of **planned** teacher questioning 4. Peer-led teacher talk task with emphasis on questioning as a form of assessment. 5. Set up of peer group learning on effective questioning for P1.	• Ofsted Research Review Series: History Report (July, 2021) Accessed at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history especially the section on Assessment in History		
	Serial visit observations in subject **Supported/ trained by school placement mentor* **Focus = how/where formative assessment is put into History lessons/ summative assessment at end of lesson**	**History specific:** • Historical Association Beginning Teachers Materials Accessed at: https://www.history.org.uk/secondary/categories/beginning-teacher especially:	P1 school	

	sequences by teachers to enable pupil progress. **Observation in lessons in P1 school** - History Observation Guide includes specific CCF6 focused observation foci: (i) **Focused observation 1** = understanding how History teachers use assessment (formative/summative) to demonstrate that learning has been achieved by pupils (ii) **Focused observation 2** = understanding how an expert teacher uses teacher questioning to assess historical learning achieved by pupils.	→ 2.3.1 Teacher History Classroom Talk → 2.3.2 Effective Active Learning Strategies → 2.3.12 Progression → 2.3.14 Assessment		
Autumn Term				
Wks 9-14	**Placement 1 Block 1** **Supported/trained by school placement mentor.* **Focus = Initial CCF6.2 application during Placement 1 by trainees.** Includes analysis/reflection following formal lesson observations by expert mentor on in/accurate assessment uses/outcomes with pupils in timetabled classes. **Peer group learning on effective questioning for AFL** **Supported/trained by school placement mentor.* **Focus = AFL in practice** 1. Peer reading of Husbands, C, (1996) and Burns, K. (2019) 2. Individual observation/teaching with effective questioning focus. 3. Peer group meeting to discuss learning on effective teaching/questioning	**CCF specific** • Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf **History specific:** • Burns, K. (2019) Move Me On - Effective Questioning Teaching History Vol177 pp.68-71 • Husbands, C, (1996) Constructing the past evidence and questions in What Is History Teaching? Language, Ideas and Meaning in Learning about the Past (Buckingham, OUP)	P1 school P1 school with peers	**Curriculum Example 3**

	4. Individual target setting (2-3) for next placement block/Assignment 2 sequence teaching.			
Wk 15	**Induction Phase - WSI provision** **Taught/trained by WSI tutors/school partnership expert staff* **Taught sessions on:** (i) **uses of assessment data at whole school level** to inform assessment task creation at department level for different key stages across - short term (lesson, unit, scheme level) - medium term (key stage level) - long term (across key stages). - Includes input on department level analysis of pupil performance – strengths/weaknesses across time. **(ii) developing AFL strategies to help teachers identify progression in pupil development/ attainment across:** - short term (lesson, unit, scheme level) - medium term (key stage level) - long term (across key stages). Includes input on evaluation of department /individual teacher AFL approaches across lesson sequences within a specific unit	**CCF specific** • Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487	Provider-led	
Wk 15	**Induction Phase - CA provision (Mon/Fri)** **Taught/trained by CA tutor/CA lead mentor* **Focus = return to sequence planning with specific class/unit/enquiry in mind** Revisiting of enquiry level planning Key ideas: 1. Focus on what sequence trainee wishes to teach in Block 2 2. Splitting sequence into integral parts which logically allow for assessment tasks – formative/summative 3. Identification of key learning to be achieved in each integral part that leads	**History specific:** • Fordham, M. (2014) Assessment Beyond levels: Don't reinvent a Square Wheel • Accessed at: https://clioetcetera.com/2014/10/29/assessment-after-levels-dont-reinvent-a-square-wheel/ • Fordham, M. (2015) O Brave New World - without those levels in't: where now for Key Stage 3 assessment in history? HA Curriculum Supplement	Provider-led	

	to an overall assessment against the historical enquiry question chosen **Focus 2 - Summative assessment of History Part 2** Key ideas: 1. GCSE marking examples to show what effective teaching and learning in key stages 3 leads into, following trainee exposure to KS4 teaching in P1B1. 2. Expectations of historical skill levels needed at GCSE. 3. Dedicated reflection time for pupils needed to improve at KS4	pp.16-23 (Historical Association, London)		
Wk 15	**Placement 1 Block 1 - December school days** **Supported/trained by school placement mentor.* **Focus: Assignment 2 preparation** - School visits include set focus to identify the class/unit/topic/assessment type/s for lesson sequence to be taught during Placement 1 Block 2. - Trainees devise lessons/assessment tasks /expected progression for sequence, ready for week 16 ITP3.	**History specific:** Use /planning of strategies in concepts being taught using ides from relevant Teaching History articles (History reading lists)	P1 school with mentor guidance	
Spring Term				
Wk 16	**ITP3 focus on CCF3/CCF6 (progression)** **Taught/trained by CA tutor/ CA lead mentor/ school partnership expert staff/ supported by mentors* **Focus:** drafted lesson sequence brought to ITP3 for active use with peers/school colleagues/CA tutors. During ITP3, trainees will focus on: → revision of CCF2/3/6 progression themes, including CCF6.2 → revisiting planned lesson sequence in light of taught input.	**CCF specific** • Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt. **Other:** • Deliberate Practice in the classroom: https://www.the-learning-agency-lab.com/the-learning-	Concurrent - in P1 school with mentor guidance - in CA sessions with lead mentor/ CA tutor guidance	

	→ discussion of proposed lesson sequence with mentor, revisiting task assessment design. → observation of classes, in different key stages to identify specific CCF6.2 features e.g. (i) where/how assessment tasks (formative/ summative) are designed to be undertaken by pupils; (ii) whether task design: (i) allows pupils to make expected progress; (ii) results in less than good assessment. (iii) what/how host teachers adapt assessment task/s for needs/ability levels; (iv) how host teacher pitches assessment task/s to challenge class motivation → trial teaching of specific assessment components within proposed lesson sequence with peers to explore whether task allows for good assessment and/or misleading factors to emerge.	curve/deliberate-practice-in-the-classroom **History specific:** • Historical Association Beginning Teachers Materials Accessed at: https://www.history.org.uk/secondary/categories/beginning-teacher especially: → 2.3.1 Teacher History Classroom Talk → 2.3.2 Effective Active Learning Strategies → 2.3.12 Progression → 2.3.14 Assessment • Ofsted Research Review Series: History Report (July, 2021) Accessed at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history especially the section on Assessment in History		
Wks 17-20	**Placement 1 Block 2** **Focus = Delivery/evaluation of lesson sequence (CCF2/3/6 focus)** **Supported/trained by mentor/ CA tutor* - Observations by host teachers/mentor/ potentially by CA tutor, including CCF6.2 feedback.	**CCF specific** • Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. **Other** • Daisy Christodoulou's Website: https://daisychristodoulou.com/ **History specific:** • Historical Association Beginning Teachers Materials Accessed at: https://www.history.org.uk/secondary/categories/beginning-teacher especially: → 2.3.1 Teacher History Classroom Talk	P1 school	

		→ 2.3.2 Effective Active Learning Strategies → 2.3.12 Progression → 2.3.14 Assessment • Ofsted Research Review Series: History Report (July, 2021) Accessed at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history especially the section on Assessment in History		
Wks 21/22 + Feb HT	**Assignment 2 writing** **Supported by CA tutor/CA lead mentor* **Focus = application/evaluation/analysis of CCF6 learning**. - Analysis/evaluation of effectiveness of assessment within lesson sequence - Analysis of how sequence would be taught differently/ assessment tasks could be changed if taught again.	All sources listed above for Assignment 2.	Self-Study	

Development Phase - Spring Term – Placement 2			
• CCF6 principles (including CCF6.2) consistently enacted with P2 classes (Development Phase).			
Programme timing	**What is taught ("learn that")** **What is enacted ("learn how to")**	**Integration of CCF and Other/ History evidence**	**Location**
Wk 22	**Serial Visits to Placement 2 school** **Supported and trained by mentor alongside CA lead mentor and CA Tutor.* **Focus = contrasting observations of CCF6** → Placement 1 lesson sequence learning shared with new P2 mentor: → Choice/ subsequent creation of P2 improvement targets for CCF2/3/6 understanding/application, especially pupil progression. → Initial P2 observations enable trainees to see how CCF6.2 is undertaken by	**CCF specific** • Ericsson, K. A., Krampe, R. T., and Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychol. Rev. 100, 363–406. **History specific:** • Historical Association Beginning Teachers Materials Accessed at: https://www.history.org.uk/secondary/categories/beginning-teacher especially: → 2.3.1 Teacher History Classroom Talk → 2.3.2 Effective Active Learning Strategies	P2 school

	different specialist class teachers in new setting. → Trainees understand how assessment fits into new schemes of work during Placement 2 Block 1, and place of history assessments within P2 school's wider approaches to formative/ summative assessment.	→ 2.3.12 Progression → 2.3.14 Assessment • Ofsted Research Review Series: History Report (July, 2021) Accessed at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history especially the section on Assessment in History	
Spring Term Wks 23-28 **Summer Term Wks 29-35**	**Placement 2 Blocks 1 & 2** **Supported and trained by mentor alongside CA lead mentor and CATutor* **Focus = consistent enactment of CCF6** - Enacting assessment approaches which improve on P1 practice. - CCF6.2 consistent demonstration across all classes. - Focus on "learning how": (i) across range of different ability classes (ii) across range of key stages		P2 school
Refinement Phase - Summer Term – Professional Enrichment			
Summer Term Wk 36/37	**Other** **Supported by CA tutor/Prof Enrichment staff in setting.* - Trainees can choose CCF6.2 focus during Professional Enrichment, if applicable. - Professional Enrichment presentation then delivered around CCF6.2.		School-based

11. Worked Curriculum Example - CCF6 - Specific Support for Struggling Trainees (1a/b)

Programme timing	Monitoring tool	Purpose	Weakness identified	Support in place (Red/Amber)
Induction Phase				
Sept-Oct	Learning Reflection Tool	Demonstrates initial understanding from peer group tasks/induction learning tasks.	- LRT not attempted - Peer group task targets inappropriately pitched for CCF6.	Amber - CA Tutor alerts P1 mentor + trainee tutorial + specific P1 targets.
Nov/Dec	Observations/ Weekly mentor meetings CA tutor visit	Mentor regularly assesses trainee CCF6 development	- Lack of focus on CCF6 aims in lessons planning /delivery - Peer Action Learning Set shows weaknesses in CCF6 understanding/ application	Amber - Specific revisiting lesson plan/s with trainee in mentor /CA lead mentor/ CA tutor meetings
Dec	Review 1	Overall progression/ development report by mentor	- Initial challenges with understanding/ applying CCF6 - Clear weaknesses in CCF6 identified by mentor	Amber – CCF6 focus for P1B2 target Red – Above + CA tutor visit focused target during P1B2
Feb	Assignment 2	Marked by subject specialist	- CCF6 misunderstandings in lesson sequence analysis	Amber – CCF6 focus for P1B1 target Red – Above + CA tutor visit focused target during P2B1
Feb	Review 2 CA tutor visit	Overall progression/ development report by mentor P1-P2 handover meeting between mentors highlights CCF6 as weaker area.	- Persistent challenges with applying CCF6 - Clear CCF6 weaknesses identified by mentor	Amber – CCF6 focus for P1B1 target Red – Above + CA tutor visit focused target during P2B1 + possible Support Plan CCF6 target.
Development Phase				
P2	Review 3 (Easter) CA tutor visit	Overall progression/ development report by mentor	- Persistent challenges with applying CCF6 - Clear CCF6 weaknesses identified by mentor	Red – CCF6 focus in review meeting between CA tutor/ trainee + Support Plan CCF6 target for P2 B1/2.

Figure 3 CCF6 Trainee Support Mechanisms

Appendix 1 – Draft 2024-25 Programme Calendar (Question 1a)

	Course Outline						
Wk	**2024-2025**		**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	**Sept**	**02**	Primary Placement – **Intensive Placement 1 (CCF1 Learning Climate)**				
2		**09**	University of York Induction week/School Direct Induction Week				
3		**16**	CA	School Pl 1 WSI & subject mentoring School	WSI	School Pl 1 WSI & subject mentoring School	CA
4		**23**	CA		WSI		CA
5		**30**	CA		WSI		CA
6	**Oct**	**07**	CA		WSI		CA
7		**14**	CA		WSI		CA
8		**21**	**Intensive Placement 2 (CCF4/7 Management)**				
	HT All LAs	**28**	Half Term Holiday/Self Study				**Ass 1 due**
9	**Nov**	**04**	School Placement 1 Block 1 – 6 weeks **Rev 1 due 13.12.24**				
10		**11**					
11		**18**					
12		**25**					
13	**Dec**	**02**					
14		**09**					
15		**16**	CA	School Placement 1	WSI	School Placement 1	CA
	XMAS ALL	**23**	Christmas Holiday – 23.12.24 – 06.01.25 incl. (all LAs)				
		30					
16	**Jan**	**06**	**Intensive Placement 3 (CCF3/6 Progression)**				
17		**13**	School Placement 1 Block 2: Consolidation and development – 4 weeks **Rev 2 due 07.02.25** School Placement 1 Block 2 – final week				
18		**20**					
19		**27**					
20	**Feb**	**03**					
21		**10**	**Intensive Placement 4 (CCF5/8 – Meeting Needs)**				
	HT	**17**	Half term holiday/Self Study				
22	**Tran-sition**	**24**	CA **Ass2 due Mon 24/2/25**	School Placement 2	WSI	School Placement 2	CA
23	**Mar**	**3**	School Placement 2 Block 1				
24		**10**	School Placement 2 Block 1				
25		**17**	School Placement 2 Block 1				
26		**24**	School Placement 2 Block 1				
27		**31**	School Placement 2 Block 1				CA/WSI **Rev 3 due 04.4.25**
28	**Apr**	**07**	School Placement 2 Block 1				
	Easter ALL	**14**	EASTER				
	Easter ALL	**21**	EASTER				

29		**28**	School Placement 2 Block 2 – 80% sustained TT **Ass3 due Mon 28/04/25**				
30	**May**	**05**	BH	School Placement Block 2 – 80% sustained TT (External Examiner visits)			
31		**12**	School Placement 2 Block 2 – 80% sustained TT (Chief External Examiner Visits)				
32		**19**	School Placement 2 Block 2 – 80% sustained TT **Final Rev 4 due 23.05.25**				
33	**HT** ALL	**26**	BH		QTS Exam Board		CA
34	**June**	**02**	School Placement 2 Block 2 – 80% sustained TT - final week				
35		**09**	School Placement 2 Block 2 – 80% sustained TT				
35		**16**	CA	WSI	CA	Prof Enr prep	CA
36		**23**	Professional Enrichment				
37		**30**	WSI/ CA **ALL**	CA (Core)/ SD at hub	CA **ALL** (Final Exam Board/EE visit)	CA (Core)/ SD at hub	(am) CA **ALL** (pm) SD celebrations

TOTAL DAYS IN SCHOOL = 147

PGCE Course section	Number of days	Cumulative total of school based days
IP1 CCF1 Learning Climate	**5 (Primary based)**	**5**
Induction period	**10 days (P1 Serial Visits)**	**15**
IP2 CCF4/7 Management (Learning/Behaviour)	**5**	**20**
Placement 1 Block 1	**32 days**	**52**
ITP3 Progression	**5**	**57**
Placement 1 Block 2	**20 days**	**77**
IP4 CCF5/8 Meeting Needs	**5**	**82**
Placement 2 Block 1	**31 (incl. P2 Serial visits – 2 days)**	**113**
Placement 2 Block 2	**29 days**	**142**
Summer Enrichment period	**5 days (Professional Enrichment)**	**147**
	TOTAL SCHOOL PLACEMENT TIME	**147**

PGCE Course section	Induction Phase	Development Phase	Refinement Phase	Totals
Total CA/WSI time	Sept/Oct: 4 wks Dec/Jan: 2 wks (26 days)	Feb: 3 days Mar: 1 day (4 days)	May: 1 day June: 2 wks (11 days)	41 days
Intensive placement time	Sept – 1 wk Oct/Nov – 1 wk (10 days)	Jan – 1 wk Feb – 1 wk (10 days)	N/A	20 days
TOTAL TRAINING TIME	36 days	14 days	11 days	12.1wks (61 days)
Main School Placement time	P1 12.2 weeks (62 days)	P2 12 weeks (60 days)	N/A	24.2 wks (122 days)
Other placement time	N/A	N/A	1 wk (Prof.Enr.) (5 days)	1 wk (5 days)
TOTAL PLACEMENT TIME	12.2 wks (62 days)	12 wks (60 days)	1 wk (5 days)	25.2 wks (127 days)
TOTAL COURSE TIME				37.3 weeks (188 days)