Department for Education

1a Trainee curriculum

[2000 words] (25% of assessment weighting)

Please set out your proposed approach to designing and delivering ITT, explaining how it will effectively support all trainees to develop their expertise.

Include an example curriculum map[1] for one subject and/or phase and refer to this to illustrate your approach.

Your curriculum map should show that a coherent approach has been taken to curriculum design and sequencing, leading to cumulatively sufficient knowledge, and incorporating all elements of the ITT Core Content Framework (CCF).

The curriculum map should draw upon the evidence available for subject-specific teaching and demonstrate the process undertaken to ensure the subject is incorporated thoroughly within training.

Your response should cover the following criteria and include supporting evidence and rationale:

i. How you will incorporate the CCF within your curriculum across provider-led teaching and on-placement experiences.

To note: the CCF is a minimum entitlement rather than a full ITT curriculum, and individual providers must design curricula appropriate for the subject, phase, and age range that the trainees will be teaching. Providers should ensure their curricula encompass the full entitlement described in the ITT Core Content Framework, as well as integrating additional analysis and critique of theory, research, and expert practice as they deem appropriate. We have not defined an evidence base for curricula beyond what is set out in the CCF.

[1] The curriculum map is not included in the word count. The curriculum map need not specify how and where every statement from the ITT CCF will be covered, but should contain sufficient detail to show consideration of curriculum sequencing and coherence. (e.g. which training content covers CCF 'learn that' statements, and in what format will that training be delivered [school based, self-study, synchronous training sessions]. The curriculum map that you provide should be for the subject/phase that you anticipate recruiting most trainees to from day one.

ii. The ways that the curriculum covers content necessary for expertise in both trainees' subject/s and the CCF

iii. How you will meet the minimum Quality Requirements (including minimum time allocations and the intensive training and practice) as specified in the ITT criteria 2024/25, and where you intend to go beyond these minima.

iv. How your proposed approach will deliver high-quality teacher development and the evidence underpinning your chosen approach.

v. How you will ensure that trainees are developed across subjects/phases and contexts that you intend to deliver, and how you will support struggling trainees to improve.

vi. How you will assess whether trainees know, remember, and understand the training curriculum, and whether they apply that knowledge to their classroom practice.

Save your question response template as a Word document using the following naming format:

"[name_of_organisation]_[Question Number]_ITT_accreditation_Round_[insert number of Round]".

For example:

John_smith_university_1a_ITT_accreditation_round 1

Name of organisation	University of York

i.

CCF Integration Overview			
Phase/ training	**CCF focus**	**Centre Based Training (CBT)**	**School Based Training/ Experience (SBT)**
A1. Induction Phase/Placement 1 Block 1 (Sept-Dec)			
ITP1	CCF1	**ITP focus = High Expectations** Induction Week **-** Review/ analysis	**CCF1 enactment**
CBT + SBT	CCF1 CCF4 CCF7	**CA/WSI** - understanding ("learn that") applied to: (i) trainee's subject /phase area (CA); (ii) broader whole school approaches (WSI).	**Induction Placement 1 school visits** X10 – focused observations on how teachers enact CCF1/4/7 in classrooms/school
ITP2	CCF4 CCF7	**ITP focus = Management** Review/analysis before Placement 1	**CCF4/7 enactment**
PGCE Assignment 1	CCF1 CCF4 CCF7	Trainees: (i) demonstrate understanding of CCF1/4/7;	(ii) create classroom principles for own practice.
A2. Induction Phase/Placement 1 (Nov-Feb)			
P1 Block 1 SBT	CCF1 CCF4 CCF7		**SBT** - trainees **enact** "learn how to" statements with solo-taught classes, **applying** Induction learning.
P1 Block 1 SBT	CCF2 CCF3 CCF6		**SBT** - trainees focus on **initial understanding** in classes: (i) already teaching; (ii) to be taught from January.
CBT	CCF2 CCF3 CCF6	**CA and WSI** - understanding ("learn that") applied to: (i) trainee's subject/phase area (CA); (ii) broader whole school approaches (WSI).	
ITP3	CCF3 CCF6	**ITP Focus - Progression** before Assignment 2	**CCF3/6 enactment**
P1 Block 2 SBT	CCF2 CCF3 CCF6		**SBT** - trainees **enact** "learn how to" statements with classes solo taught /with focus class for **Assignment 2, applying** P1 learning.

PGCE Assignment 2	CCF2 CCF3 CCF6	Trainees (i) demonstrate understanding of CCF2/3/6	(ii) enact "learn how to" statements in depth with one class.
B. Development Phase/Placement 2 (Feb-May)			
ITP4	CCF5 CCF8	**ITP Focus = Meeting Needs** Review/ analysis before Placement 2.	**CCF5 enactment**
CBT	CCF5 CCF8	**CA/WSI -** renew understanding ("learn that") as applied: (i) trainee's subject/phase area (CA); (ii) broader whole school approaches (WSI)	
P2 Block 1 SBT	CCF5 CCF8		**SBT** - trainees focus on understanding/enactment in classes: (i) already teaching; (ii) to be taught from Easter.
PGCE Assignment 3	CCF5 CCF8	Trainees: (i) demonstrate understanding of CCF5/8	(ii) enact "learn how to" statements in depth with one class.
P2 Block 2 SBT	CCF1-8		**SBT** - Placement 2 Block 2 = designated **consolidation** teaching phase enabling trainee to demonstrate CCF performance during 6 week 80% timetable, before final formal QTS assessment.
C. Refinement stage (May-Jun)			
Consolidation Block	ECT ECF	**CBT (i) WSI focus -** transition to early career (career entry profiling, first post induction, professional enrichment, CPD, ECF/ECT entitlement) (ii) **CA focus:** CCF3 learning in subject communities/ groups and with schools.	**Professional Enrichment –** Trainee-chosen CPD - targeted development areas

Our ITT programme therefore enables cumulative building of CCF confidence in: (i) knowledge/understanding ("learn that"); and (ii) application/enactment ("learn how to") over three distinct development phases.

ii.

Our ITT Curriculum is based around three principles which develop CCF understanding/ application.

(i) Principles in planning learning

The planning of pupil learning requires **careful scaffolded training** from micro-level (lesson planning to lesson sequence planning) to macro-level (schemes of work to key stage planning). The curriculum is therefore carefully designed to ensure that trainees can plan/deliver their subject/phase specialism intelligently across key stages.

Embedded into this thinking are the following skills:	
→ Subject-specific ideas of pupil progression in curriculum concepts /substantive content (CCF3); → planning progression thinking across medium /long term (CCF4); → meeting academic/other needs when planning (CCF5); → understanding/anticipation of common pupil misconceptions (CCF2);	→ understanding how pupils learn/ cognitive science/learning theory application /neuroscience developments applied to subject/phase specialisms(CCF2); → good subject/curriculum knowledge; learning how to pedagogically pitch expert knowledge for learner groups /key stages (CCF3, CCF4, CCF5).

(ii) Principles in action during learning

Teaching pupils *in situ* during training requires **deliberate phasing** so that trainees can teach successfully from small-scale teaching (with pupil groups) to independently managing several classes (larger timetable), ready for ECT.

Embedded into this thinking are the following skills:	
→ Effective classroom/ behaviour management principles (CCF7); → Learning ethos/ environment consideration (CCF1); → High expectations setting for all pupils (CCF1); → Adaptive teaching to meet pupil needs (CCF5).	→ Chunking learning to enable scaffolded, consolidated understanding, acknowledging cognitive load (CCF2) → Ability to teach well-structured lessons (including flexible deviation from planned lesson when necessary) (CCF4);

(iii) Principles in assessing and reviewing learning (learner/personal evaluation)

Assessment of pupil understanding, **and** assessment of trainees' own teaching in light of pupil learning successes/failures, requires the development of perception/judgement skills.

Embedded into this thinking are the following skills:	
→ Accurate/appropriate use of assessment (CCF6); → Productive feed-forward use of assessment (CCF6); → Formative assessment principles (CCF6);	→ accurate timing for summative assessment (CCF6); → ability to assess effectiveness of own practice (planning, teaching, pupil outcomes) (CCF8); → ability to assess own professional conduct (CCF8).

Curriculum Area (CA) provision

Component	Description	Curriculum Map Reference
Provision	• Provider-led instruction on set days • School-based placement training, mentor training, host teacher support	**See: Appendix 1; Sections 2, 3, 4**
Focus	• Specialist subject area/phase curriculum demands; • Learning how subject curriculum is enacted at different key stages in educational settings; • Planning/teaching/assessment associated with specific subject/phase curriculum • Subject /phase-specific immersion into regional/national curricular communities. •	
Progression	Planned across programme phases, focused on: • Subject/phase specific knowledge improvement • Pedagogic curriculum construction/design • Curriculum themes of interest: locally, nationally, internationally. • National priorities for specific subject/phase area	
Expertise	• CA staff involved at local/regional/national levels with curricular subject/phase specific initiatives to improve pedagogy. • CA provision includes regular input from national/regional/local experts, / guest speakers. • Partnership staff with subject/phase proficiency used to ensure that **all** trainees benefit from local expertise /foci.	
Evaluation	• CA provision evaluated annually in formal CA Reviews	

iii.
Overview:

We annually update and check evidence against ITT criteria. From 2024/25, we will continue with identical compliance review procedures.

C2 Training Criteria

2.1 Programme Structure – see Curriculum Map Section 1-4.

2.2 Training in Schools

- **Programme length** – see Curriculum Map Appendix 1
- **Sufficient time in schools/Two schools:** see Curriculum Map Appendix 1.
- **Minimum hours in classrooms:** see Curriculum Map Section 2.
- **Intensive Training and Placement**: see Curriculum Map Section 3.

2.3 Mentoring

Overarching requirements – see 1c				
Mentoring min training	**Required**	**Induction**	**Development**	**Refinement**
New general mentor training	20	12	6	4
New lead mentor training	30	18	9	3
Refresher general mentor training	6	2	2	2
Refresher lead mentor training	12	4	4	4
Lead mentors/ mentor leadership team	Lead mentors (*CA Associate Tutors, already working in partner schools) led by *Schools Partnership Facilitators will: • Develop/lead ITP provision/delivery across programme. • Oversee Partnership Mentoring QA under leadership of *SPFs • Intervene and support, alongside CA Lead Tutors, when trainees are not making expected progress in any phase. • Develop/lead expert mentor training under *SPFs (*already in post)			
QA	• Trainee/Mentor/Professional Tutor expectations for each phase listed in Partnership Agreement/ Trainee Guide/ Mentor Handbook. • Every Partner School expected to annually sign Partnership Agreement with delineated training expectations/ training entitlement for each phase. • Regular QA visits undertaken in each phase by Provider staff; specific QA forms completed, checking training quality.			

2.4 Age ranges, subject and phase specific training

See Curriculum Map/1b for subject-specific training examples.
- Primary placements - specific training for 3-7; 5-11
- Secondary placements - specific training for 11-16

2.5 Assessment of programmes
- See Question (v) below + Curriculum Map

iv.

Our ITT programme philosophy demonstrates how our approach is underpinned by high quality teacher development/evidence:

Programme Intent
Our ITT mission:
→ To educate/train research-informed, subject/phase specialists to provide effective education for the nation's pupils;
→ To develop fulfilled, resilient, profession-ready teachers committed to the development of learning communities.

Our ITT vision:

To provide world class training at the forefront of educational research. This focuses on:

- **Delivering bespoke subject/phase-specific training programmes**;
- **Developing teacher resilience/wellbeing** alongside employability skills;
- **Valuing the quality of teaching experience** to create outstanding classroom teachers who are career-ready;
- **Valuing the contribution of world class research** within our department to the programme's content/delivery for the benefit of all trainees.

AND

To be the "provider of choice" in our region for ITT. This focuses on:

- **Relationships** - careful fostering of relationships/personal connections in ever-changing education landscape in our region's schools.
- **Expertise** - engaging long-standing/suitably experienced practitioners to teach in the programme from schools, universities and other organisations, engendering an inspirational/ trusted training reputation.
- **Investment** - nurturing practitioners (not just maintaining them), to create teachers who are 'trained at, trained by' us, from career beginning onwards.

Evidence underpinning the programme's philosophy is deduced from three main sources:

- **Evidence-based research from the field of education**, often from our Department's own research units
- **Evidence-based research identified in the Core Content Framework**
- **Evidence-based classroom practice** from the our Partnership of schools **and** from published school-based practitioner research (e.g. Huntington Research School or Outwood Institute of Education)

See **Curriculum Map** for examples of specific evidence sources.

v.

Development across subjects/phases and contexts

Training experiences are provided through Provider/Partner training before, during, and after placements. Phased Curriculum design ensures that:

- Mandatory components of the CCF are taught/ supplemented. Relevant CCF sections are signposted in sessions/VLE as trainees experienced each.
- Trainees are taught by Provider staff, Partner staff, and wider experts.

CA/WSI training/placement experiences are connected directly to CCF expectations, so that trainees progress cumulatively towards QTS recommendation by programme end.

For workload reasons, CA/WSI provision **does not include any summative assessment**. Trainees undertake formative tasks in relation to each taught session. Formal summative assessment is restricted to: (i) school-based QTS performance at

course end; (ii) three Masters levels assignments, which systematically address all CCF areas.

Overall, subject/phase provision is tailored to the specialist subject/phase trainees will teach e.g. in Science, Biology specialists experience training/teaching in Physics/Chemistry across the programme, to build subject knowledge confidence.

CA programmes are designed to give trainees confidence beyond ITT towards ECT: (i) as specialist pedagogic knowledge improves; (ii) as specialist pedagogic strategies improve. Our CA provision taps trainees into local, regional and national subject/phase associations /groups so that once qualified, they have fostered continual investment in their development as specialist teachers.

Support mechanisms for trainees during ITT year
Informally, CA tutors provide direct guidance/support throughout the programme for individual trainees/GMs. School Direct trainees also receive support via SD Managers. CA Lead Mentors will directly support/develop Partner school Professional Tutors/GMs. Additionally, trainees can take advantage of specialist first post support/post-interview debriefs from designated First Post Tutors.

Formally, where trainees are underperforming, ITT support plans are constructed alongside GMs/Professional Tutors/CA Tutors, with appropriate targets set against timeframes. Teaching timetables may reduce to enable trainees to succeed against specific targets and allow trainees to make necessary progress to continue with mainstream course demands/ expectations. Senior Provider/School Direct staff ensure that trainees meet formal targets/ have support within their specific circumstances.

vi.

All trainees receive responsive **individualised feedback** at each development stage via designated CA Tutors/GMs with the subject/phase/ITT expertise to be able to develop trainees. Regular **formal** review target setting occurs:

- after each academic assignment (knowledge/understanding)
- at each QTS review point (application/enactment)

to ensure progression occurs for both academic award **and** QTS recommendation

(see **Curriculum Map Appendix 1** for **Review** dates).

During placements, weekly mentor meetings enable trainees to set regular **informal** targets that specifically relate to developmental CCF understanding/application. Weekly mentor records are uploaded by trainees to e-portfolios for regular scrutiny/checking. Informal mentoring occurs outside mentor meetings.

We use an e-portfolio tool (PebblePad), updated by trainees all year as they undertake training. It is continually accessible by School/Provider staff.

- Trainees' **holistic e-portfolios** are monitored by allocated CA tutors.
- **Placement Reviews** - performance is **formatively assessed** by Partner GMs (but not graded). Every GM reviews their trainee's formative CCF development/ performance

(Reviews 1-3) and professionalism (attendance/conduct). Trainees regularly self-evaluate their progress.

- **Final Review (Review 4)** – trainee **summative assessment** is against the Teacher Standards, completed by GMs at the end of Placement 2, in consultation with CA tutor/s after the formal P2 QA visit.
- **E-portfolios** represent trainees' developmental training journeys, therefore are considered **as a whole** for summative QTS assessment.

Where trainees have not demonstrated consistency against Teacher Standards, recommendations can be made to summer exam boards for extension placements. If a trainee's conduct falls short of Part 2 expectations at any stage, a formal 'fitness to practice' procedure is initiated.

Insert the number of words in your response: 2000/2000