Department for Education

1b. Trainee curriculum example

[1500 words] (25% of assessment weighting)

Please provide an example of how you would support trainees to understand the following concept on assessment set out in section 6.2 of the CCF:

"Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear."

Include up to 3 samples of the curriculum materials that you would develop to teach this concept.[1]

Your written response should explain the accompanying materials, should cover the following criteria and include supporting evidence and rationale:

i. Where this content would be situated within the curriculum and how you plan on delivering it to trainees (please refer to the curriculum map developed in question 1a, briefly explaining the choice of sequencing).

ii. How this content will be covered across provider-led teaching and on-placement experiences.

iii. How you will ensure trainees learn to apply this insight across subjects/phases and contexts and how you will support struggling trainees to improve.

iv. Your integration of the evidence base within the CCF and an explanation of any supplementary evidence (in addition to the CCF) that will be incorporated within your curriculum to teach this content, and how this evidence is relevant, robust and will contribute to the delivery of high-quality ITT.

[1] Sample materials are not included in the word count. Sample materials need not include every moment that statement 6.2 is covered within the trainee curriculum, but should provide detail of at least one teaching moment and some indication of how this moment fits within the wider teaching sequence.

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_1b_ITT_accreditation_round 1

Name of organisation	University of York

Please click below to type your response

(i)

Assessment (CCF6) is one of Assignment 2's key foci (alongside CCF2/CCF3). It centres on understanding pupil progression in the subject area and applying this to practice in a taught lesson sequence. Because Assignment 2 has a subject specific focus, it requires trainees to:

- Plan and teach a lesson sequence with one timetabled class
- Design and operationalise appropriate assessment – formative and summative
- Evaluate pupil progression in assessment components.

Consequently, taught instruction/ scaffolded enactment of CCF6.2 (alongside other CCF6 components) occurs **cumulatively** across the whole Induction Phase. CCF6.2 is embedded within CA/WSI/school-based training provision from the first week of the course (see Curriculum Map Section 10 for exact sequence of CCF6 development). This includes developing specific CCF6.2 understanding/application in the classroom.

In History, the teaching of CCF6.2 (alongside all other CCF6 components) takes place in school and through provider-led sessions (CA and WSI), and is enacted in each main school placement with the classes that trainees teach. Delivery takes the form of:

- taught presentations in history on effective: AFL; questioning; teacher talk; small group work; enquiry design; assessment design - for use during/following a sequence of lessons (see Section 1b Curriculum Examples 1 and 2)
- interactive workshops/tasks on the above (see Section 1b Curriculum Examples 1 and 2)
- focused observations before/during placements (see Section 1b Curriculum Example 3)
- shared subject specific reading with mentors/peers (see Section 1b Curriculum Example 3)
- Peer learning on effective AFL in various forms pertinent to history teaching (see Section 1b Curriculum Example 3)
- enacted trials in early teaching lessons (see Section 1b Curriculum Example 3)
- a specific ITP week (January) that focuses in part on CCF6 reflections between placement 1 blocks (see Curriculum Map Section 10

- focused practice during Placement 1 Block 2 including in detail with one class for Assignment 2 (see Curriculum Map Section 10)
- target setting for pupils/ how to get pupils to act on feedback from Assignment 2 (see Curriculum Map Section 10)
- review/revision of practice following mentor/host-teacher and Provider staff observations through both placements (see Curriculum Map Section 10)
- potential further focus in Refinement phase (e.g. during Professional Enrichment) period if applicable (see Curriculum Map Section 10)

Taught components will be delivered by the History CA lead tutor, the History CA Lead Mentor, and expert mentors from within the Partnership. Enactment will be guided/ supported by History General Mentors alongside the History CA Lead Tutor/History CA Lead Mentor.

(ii) & (iii)

Before October half term (Sept-Oct), trainees undertake concurrent placement observation alongside provider-led teaching. This includes specific observations on effective questioning, teacher talk, small group work (enabling the misleading factors associated with CCF6.2 to be uncovered/explored). Trainees begin to understand where observed lessons fit into a wider sequence of lessons within a designed unit, and where wider sequences of lessons fit within a curricular history programme for a year group/within a key stage. Taught provision is designed to allow trainees to understand the nature of enquiry-based learning in history, and the place of effective assessment within a designed enquiry. They practice with their peers how to create a tightly focused historical enquiry, and how to incorporate successful assessment into the design of their lesson sequences (formatively through effective AFL, summatively through enquiry end tasks).

During Placement 1 Block 1 (Nov-Dec), trainees undertake two main developments with regards to CCF6:

(a) they teach whole lessons more frequently than in September/October, gaining regular feedback from their mentors/ host class teachers on their ability to enact effective AFL in the history classroom (also from their professional tutors/CA lead mentor/CA University tutors when visiting). This gives trainees regular CCF6 targets to improve, as they teach different classes. It also allows them to understand that what works effectively with one class as an assessment task may prove under- or over-stimulating for another class, or in another key stage.

(b) history trainees undertake a peer action learning set, whereby they continue to undertake specific observations on effective questioning, teacher talk, and small group work. They undertake observations whilst simultaneously reading set history education texts that focus on CCF6.2 themes. Finally, they meet in the same peer groups as they were in during September/October to discuss

observation and teaching conclusions, and individually choose 2-3 targets for their own practice that address aspects of CCF6 such as CCF6.2. The CA lead mentor carefully guides the set up/the meetings the trainees devise.

Review 1 (December)
Gives trainees indicative formative feedback on their progress in understanding/applying CCF6 components including CCF6.2 within early Placement teaching.

ITP2 week (January)
Has part of its focus on revisiting what effective assessment looks like in the history classroom. By this stage trainees will have devised a first full sequence of lessons in draft form, and will have opportunity during ITP2 week to: peer assess each other's sequences; trial run assessment components within the sequence; revisit their assessment design with their mentor; alter/update before teaching their sequence in Placement 1 Block 2.

In Placement 1 Block 2
The lesson sequence is taught live with a class, so that trainees can trial their AFL approaches and summative assessment across a series of lessons, with expert guided feedback from mentor/host teacher. During this placement phase the Provider CA tutor/CA lead mentor will also visit. A focus of CCF6 (including CCF6.2) for set observations can be undertaken.

Review 2
Gives trainees focused feedback on CCF6 (plus CCF2/3) as the focus CCF for this placement phase. This allows trainees to see progression in understanding/application as well as set key targets for second placement. CCF6.2 may feature as an area for development at this stage.

Assignment 2
Allows trainees to collate their learning, application and target setting into one piece of reflective writing. It is expected that trainees analyse in depth the effectiveness of their assessment approaches, which includes reference to pupil work examples, sequence resources, and CCF6 planning. Equally, the assignment allows trainees to reflect on what they would consider undertaking differently were they to teach the lesson sequence again, thus enabling trainees to consider how their practice in CCF6.2 for instance might change for Placement 2.

Placement 2
Allows trainees to focus on:

- enacting CCF6 skills across **all** classes, ability ranges and key stages as their timetable grows towards 80%.

- seeing how approaches to CCF6.2 may look different in a new setting.

In this way they extend their CCF6 toolbox of strategies, and their adaptation of those strategies with different types of pupils/classes.

Review 3
Allows trainees to evaluate if they have transferred CCF6 abilities into a second setting effectively.

Review 4
Gives trainees a final summative QTS assessment against TS6.

Refinement Stage (May/June)
Trainees have the potential to further develop those CCF6 components which are deemed to be worthy of further development, where applicable.

Struggling trainees
Supported throughout the programme by:

- a designated subject specialist CA tutor and CA lead mentor
- two subject specialist mentors,
- two professional tutors and
- the DITT/Deputy DITT.

Specific details for SS6.2 support can be found in **Curriculum Map Figure 3**.

(iv)

In the Curriculum Map (Section 10), we explain how CCF6 evidence/ research is integrated alongside subject-specific literature/research/practitioner-based studies into each of the CCF6 development phases. All evidence is purposefully chosen, then deliberately placed to match: (i) the CCF theme; (ii) the developmental stage the trainee is undertaking.

In the History example, supplementary evidence for CCF6.2 represents research/ practitioner-led enquiry/ resources at the forefront of History education community debates with regards to CCF6 themes. For example:

- the **Beginner History Teacher** series (Historical Association) is compiled to match ECF demands. It is written by a team of history educators across the country, including our own CA History Lead Tutor. Cited sections give the trainee subject-specific angles on exactly what CCF6.2 demands of a classroom history teacher in the classroom.
- **Seminal texts in history education** by key writers (such as Counsell, Husbands, Burn, Fordham) are key to history trainees understanding the pedagogy of their discipline, especially those connected to debates around the purpose of

assessment in the history classroom. This includes AFL and its purpose in history, as well as the most effective approaches that can be adopted at each key stage.

- **Key government/national level policies, documents, research reports** are integrated into taught CCF6 components **and** during school-based training for both mentor and trainee to use e.g. Ofsted subject research reports (History CA sessions) or Educational Endowment Fund Research summaries (WSI).

Evidence sources are updated on an annual basis in the current course, led by CA Lead tutors and CA Associate Tutors (who will become CA Lead Mentors from 2024/25). Annual updates are already completed against each CCF theme in each subject/phase CA programme and in the WSI programme, so that **all** trainee cohorts are exposed to seminal and current, evidence-based and research-informed studies, research and reports on a regular basis within our ITT course. We also call on the expertise of Partnership teachers in both CA and WSI taught provision, alongside that of researchers in our department.

Insert the number of words in your response: 1491/1500