Book of Modules for Programme

PGCESEC_1.0 (FT) - Post Graduate Certificate in Secondary Education (FT)

Friday, 12 July 2024

Version: 1

BISHOP GROSSETESTE UNIVERSITY

Post Graduate Certificate in Secondary Education (FT)

Short Programme Title	PGCE Secondary
Version	1.0
Programme Type	Postgraduate Taught
Category	Postgraduate Certificate of Education PGCE (L7)
Awards	
No Programme Award Assigned	
Programme code	PGCESEC_1.0 (FT)
Total Number of Years/Months of Course	1 Year
FHEQ Level	Level 7
QAA Subject Benchmark	
Credit Points	60
CATS credit value (ECTS credit value)	30
Semester Duration	19 Week(s)
Effective Date	2024 September
Programme Dates	
No dates assigned	
Lead Subject Area	Secondary PGCE
Programme Leader(s)	Kelly Fisher, Matthew Dunn
Teaching Responsibility	

Subject Area	Percentage
Secondary PGCE	100

Professional Body

Professional Body	Recognition Status	Effective From	Expiry date of PSRB Approval	Date of last PSRB approval/accreditation	Professional Bodies	Contact Person	Evidence	Location	Outcome of last PSRB approval/accreditation
DfE Teachers' Standards	Active	01/09/2024	31/08/2029	01/05/2024					
ITT & Early Career Framework	Active	01/09/2024	31/08/2029	01/05/2024					

QAA Subject Benchmarks Description	There are currently no subject benchmarks for education at Level 7. Regulations for Postgraduate Certificate in Education Programmes (for students starting from September 2021) allow for separate PGCE and QTS to be awarded and will be followed. This enables SCITT partners to undertake the PGCE academic modules with BGU. Outcomes are consistent with the Quality Assurance Agency *Framework for Higher Education Qualifications* (2024).The programme has also been designed to reflect the precepts and guidance of the Quality Assurance Agency (QAA) UK Quality Code. **https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11**. Of the descriptors for a higher education qualification at level 7 on the FHEQ: master's degree, students completing the Postgraduate Certificate in Education will have demonstrated: • a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. • conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline Typically, holders of the qualification will be able to: • deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

	• demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. • continue to advance their knowledge and understanding, and to develop new skills to a high level. And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development. The BGU Code of Practice for the Assessment of Students, and the BGU Learning, Teaching & Assessment Strategy guidance have also informed the programme and module design. **Professional standards/requirements** The award of QTS is provided by the PSRB, currently DfE. Students will demonstrate that they have met the Teachers' Standards at the end of programme assessment to be recommended for QTS (Qualified Teacher Status). Teachers' standards - GOV.UK (www.gov.uk) In line with current BGU regulations trainees can be awarded the PGCE only or, should they fail to meet therequirements of the PGCE following a resit opportunity, they can be recommended for QTS only. The programme outcomes are aligned with BGU Level 7 post-graduate qualification programmes to enable RPL onto Level 7 post-graduate qualification programmes.

External Code (UTT and UCAS)	**Code**	**Type**
	B38	UTT

Programme Collaborations
No collaborations listed

Semester per Year – Pick 1 Calendar	Calendar C

Programme Specific Admission Requirements	The PGCE programme is designed to support trainees in meeting the relevant standards for qualified teacher status (QTS) as identified by the appropriate regulatory body, currently the DfE. Trainees will specialise in secondary education (11-19)* ensuring experience outside of these age phases and Key Stages prior to and following those inwhich they are assessed. In line with guidance from the Department for Education (DfE) *Initial teacher training: criteria and supporting advice,* the PGCE programme will be for trainees 11-19 age range and will provide experience in other key stages. **Initial teacher training (ITT): criteria and supporting advice – GOV.UK (www.gov.uk)** Specifically: *C2.3 That they (training providers) prepare all trainee teachers to teach within one of the following age phases: 11-19 for secondary training.* **Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, secondary training will take place across the 11 to 16, 11 to 18, or 14 to 19 age ranges. Notraining programme should cover fewer than four school years.* *C1.1 GCSE standard equivalent* The **DfE ITT Criteria** states that all accredited ITT providers must: ensure that all entrants have achieved a standard equivalent to a Grade 4 (2) in the GCSE examinations in English (3) and mathematics. 2 For the equivalent of grades awarded under the new GCSE grading structure, refer to **Your qualification, our regulation: GCSE, AS and A level reforms.** 3 An equivalent to grade 4 in English language or English literature fulfils this criterion. *C1.2 Degree Criteria* All accredited ITT providers must ensure that, in the case of graduate programmes of ITT, all entrants hold a first degree from a United Kingdom higher education institution or equivalent qualification4. 4 A first degree comprises 300 HE credit points of which 60 must be at level 6 of the QCF. Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent single qualification. The **Education (School Teachers' Qualifications) (England) Regulations 2003** require all qualified teachers in England to have a UK first degree or equivalent qualification. Any equivalent qualification must be one single qualification, not an aggregation of a number of separate qualifications. The exception to this is where candidates undertake study to extend an existing degree (for example, a foundation level degree) or qualification to secure the required level of academic award to meet degree criteria requirements. Those entering postgraduate ITT programmes need to have attained a degree before they commence the programme. Legislation does not specify that teachers must have a degree in a particular subject or discipline. There is no statutory requirement for secondary trainee teachers to have a degree in a specified subject, as long as they meet the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training. *C1.3 Suitability* Accredited ITT providers must ensure that, before anyone is admitted to an ITT programme, they have been deemed suitable to train to teach. This will help to protect children and young people from trainee teachers who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. Accredited ITT providers should conduct interviews, run appropriate pre-selection checks, and assess if an applicant has the potential to undertake an ITT course and meet the Teachers' Standards by the end of their training.

	Accredited ITT providers should consider a range of evidence to judge applicants' suitability to train to teach prior to offering them a place on a course. • Information from application forms; • Results of any entry tests or tasks; • Interviews In accordance with the ITT regulations **Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk)**, 'all trainees have been subject to appropriate pre-selection checks. This will include obtaining and considering Disclosure and Barring Service (DBS) criminal records checks and children's barred list information'. As a condition of enrolment, all trainees will complete a DBS check (to be paid for by the trainee). All entrants must meet any statutory safeguarding requirements. They also must meet the Secretary of State's requirements for physical and mental fitness to teach.
Programme Aim	The programme aims to offer a challenging, supportive and rewarding experience to promote informed, reflective and effective teaching and professional development, providing participants with the underpinning knowledge necessary to be recommended for Qualified Teacher Status (QTS). The programme aims to: • enable all trainees to excel at teaching and learning; • develop trainees' knowledge and understanding of the principles and practice of teaching, learning and assessment in their specialist subject; • ensure all trainees use appropriate research to underpin, challenge and develop their practice; • encourage all trainees to value and respect pupils' individuality, ensuring equality and celebrating their diversity; • impact positively on the development of trainees' professional attributes, skills, knowledge and understanding through the modelling of good practice; • impact positively on the development of pupils' attributes, skills, knowledge and understanding through the trainees' modelling of good practice; • challenge all trainees to have high expectations of themselves as reflective practitioners, so they can be proactive in their own professional development; • engage trainees with exploring the links between theory and practice as they conduct their own research into educational issues. Through successful completion of the programme trainees will be able to: 1. set high expectations of pupils which inspire, motivate and challenge them; 2. promote the best possible progress and outcomes for all pupils; 3. demonstrate strong, up to date knowledge of the subject/s they are qualifying to teach; 4. demonstrate strong, up to date knowledge of the curriculum in two consecutive age ranges; 5. promote high standards of literacy, articulacy and the correct use of Standard English; 6. plan and teach well-structured lessons; 7. adapt their teaching and learning strategies to respond to the strengths and needs of all pupils; 8. make accurate and appropriate use of assessment, including formative assessment; 9. promote positive behaviour for learning; 10. make a positive and professional contribution to their educational context; 11. form effective professional working relationships; 12. reflect on, analyse and evaluate their professional practice in order to make the best possible progress; 13. create a safe and stimulating environment for learning; 14. demonstrate a systematic understanding and critical awareness of current issues and/or new insights into tensions between theory and practice; 15. demonstrate a comprehensive understanding and application of research strategies and tools appropriate for classroom-based research; 16. show an independent and critical evaluation of intricate issues drawing on varied evidence to support professional judgements on practice, including an appreciation of the uncertainty, ambiguity and limits of knowledge related to professional judgements on practice; 17. demonstrate a systematic understanding and critical awareness of reflective practice, informed by findings at the forefront of practitioner research within their secondary school subject; 18. demonstrate a comprehensive understanding of and ability to deploy accurately techniques of observation within their secondary school subject.
Consultation Notes	.
Brief summary (for marketing purposes)	This one-year, full-time Initial Teacher Education (ITE) programme prepares you to teach your specialist subject in secondary schools and is highly practical and stimulating. Around two thirds of the time is spent in schools working directly with teachers and pupils, learning whilst you teach, and around one third involves centre-based learning at the University, delivered by our experienced and passionate team of teacher educators. The PGCE Secondary programme provides an ambitious, sequenced curriculum integrating theory and practice, underpinned by the DfE's Core Content Framework (CCF). Successful completion of the PGCE Secondary course enables you to meet the Teachers' Standards by the end of the programme to achieve a recommendation for Qualified Teacher Status (QTS). Our Ambitious, Diverse, Evidence-based and Professionally Transformative (ADEPT) curriculum will also provide you with a rich experience above and beyond the minimum entitlement of the CCF, including enrichment and enhancement opportunities to ensure that you develop into a reflective, competent and confident teacher. Your dedicated subject specialist will teach, mentor and support you, and will work closely with you during your school placement to ensure that you can apply the latest theories of learning and teaching in the context of your own specialist subject. You will also benefit from 20 days of Intensive Training and Practice (ITaP) embedded within the programme, supported by our expert Lead Mentors. ITaP experiences are designed to strengthen the link between evidence and classroom practice, with an intense focus on specific foundational aspects of teaching.
Secondary Subject Area	- Not Set -

Additional Awards (if not indicated above)	

Awarding institution	Bishop Grosseteste University

Alignment with University Credit Framework	Postgraduate Taught

Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications

Progression routes with Foundation Degree or Top-up	n/a

Available Full-time?	Yes

Available Part-time?	Yes

Additional Programme Costs for Student	NB - placement/travel costs within policy

QAA Characteristic Statements	Masters Degree

Curriculum Design	The Department for Education (DfE) *Initial teacher training: criteria and supporting advice*. ([Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk))](#) sets out the overarching requirements that ITT programmes must fulfil:

Accredited ITT providers must have a fully developed, evidence-based curriculum. It must encompass all aspects of the ITT Core Content Framework (CCF) as a minimum entitlement, ensuring that trainees are prepared for the next stage in their professional development as teachers: the Early Career Framework (ECF) induction.

An accredited ITT provider's curriculum must be sequenced and coherent, supporting trainees to develop their classroom practice. It should be appropriate for the particular subjects, phases, and age ranges which their trainees will teach. Accredited ITT providers should determine an appropriate and robust evidence base for their curriculum, including the best evidence for effective teacher training and development with well- evidenced subject- and/or phase-specific content integrated into the taught curriculum.

The ITT curriculum should enable trainees to engage in critical analysis of theory, research (including, where appropriate their own) and expert practice. Component elements of the planned curriculum must be closely integrated throughout with appropriate opportunities to ensure that trainees have sufficient feedback and support from expert mentors/colleagues to understand, apply, reflect upon, and develop their teaching practice.

The ITT curriculum must closely inform taught components, independent learning, teaching practice and feedback. The ITT curriculum should provide the opportunity for trainees to consolidate fundamental components of knowledge, understanding and practice, before they begin to deliver longer sequences of teaching (which themselves draw on a range of knowledge, skills, and behaviours). As trainees move towards more complex, composite sequences and scenarios, they must have sufficient opportunity to identify, re-visit, and isolate areas which require further consolidation.

Those responsible for the professional development of trainees should have a deep understanding of the planned curriculum and its basis in evidence, to ensure that trainees experience consistent training and support at all stages.

Accredited ITT providers must identify how all components of the planned curriculum will be taught, applied to practice in a range of contexts and assimilated. The ITT curriculum should encompass a variety of teaching and learning approaches and experiences, including direct explanation, deconstruction, structured and focused observation and targeted practice with systematic analysis, feedback and mentoring.

Secondary ITE curriculum

The PGCE secondary ITE curriculum is sequenced coherently and outlines the knowledge and skills trainees are expected to gain within each phase of their training. It is underpinned by the minimum entitlement as set out in the ITT Core Content Framework (**[ITT Core Content Framework (publishing.service.gov.uk)](#)**) and has been designed to provide significant enhancement to these mandatory minimum requirements.

Noting the distinction between the CCF 'learn that' and 'learn how to' content, our ITE curriculum design is sequenced to enable trainees to build:

- knowledge and understanding of CCF-themed 'learn that' curriculum content through provider-led 'collective sessions' with integrated mixed-subject workshops, enabling trainees to develop wider curriculum understanding and context.
- subject-specific knowledge and understanding of CCF-themed 'learn that' input within 'subject-sessions', designed for in-depth exploration of the theme from a subject perspective, facilitated by specialist subject-experts.
- skills in 'learn how to' through placement learning, demonstrating connectedness with our curriculum intent, supported by skilled subject-expert mentors and lead mentors.
- skills in 'learn how to' through 20 intensive ITaP days, linked to the core strands of our curriculum and the CCF sections, enabling immersion in the retrieval, consolidation and application of acquired knowledge, developing fluency in classroom practice, supported by lead mentors and mentors.

In studying the PGCE secondary curriculum, trainees will learn through the following curriculum sequences:

- Professional Preparation (Trainees as learners)
- Professional Development (Pupils as learners)
- Professional Enhancement (Wider professional and pastoral development)
- Professional Enrichment.

Curriculum sequences	Professional Preparation	Professional Development	Professional Enhancement	Professional Enrichment	End of programme assessment

Placements (for QTS)	Placements fulfil DfE requirements by design[KF1]				n/a
Intensive Training and Practice (ITaP)	5 days*	5 days*	5 days*	5 days*	
Modules	PGS701_1.0	PGS701_1.0	PGS702_1.0	PGS702_1.0	PLC00122

*The precise distribution of ITaPs may vary from the indicative illustration shown here but will always meet the minimum requirements set out in the ITT Criteria[FC2] .[CI3]

The curriculum sequences are designed to ensure that learning is built upon progressively throughout the course, and are developed around the 5 core areas defined in the CCF:

- Set high expectations / Behaviour management
- Pedagogy – Promote good progress / plan and teach well-structured lessons / adapt teaching
- Curriculum – Demonstrate good subject and curriculum knowledge
- Assessment - make accurate and productive use of assessment
- Professional Behaviours

Additional curriculum areas are embedded throughout the curriculum by design:

- Inclusion

- Wellbeing

PGS701_1.0 (Theory into Practice)

The module is designed to promote critical analysis of theory, research and expert practice. Trainees will explore how theoretical knowledge gained during the Professional Preparation and Professional Development sequences of the secondary ITE curriculum translates into practice. Being able to observe expert teaching and critically reflect on practice is an essential skill for any practitioner to develop their teaching.

PGS702_1.0 (Classroom-Focused Research)

This module enables trainees to engage in small-scale research during their time on placement. They will design and conduct a research project which enables them to demonstrate:

1. demonstrate a systematic understanding and critical awareness of current issues and/or new insights into tensions between theory and practice; ꤕ
2. demonstrate a comprehensive understanding and application of research strategies and tools appropriate for classroom based research; and ꤕ
3. demonstrate an independent and critical evaluation of intricate issues drawing on varied evidence to support professional judgements on practice.
4. Demonstrate the ability to identify and manage ethical dilemmas.

Support for well-being will be important for trainees themselves and in their role as trainee teachers with children. This recognises research and guidance about the impact resilience has on ability to learn and work. Trainees will be supported in developing strategies to support their own time and workload management and to develop resilience. They will also have training to support their understanding of what can impact on children's well-being and the teacher's role in supporting children.

As part of centre-based sessions, trainees will make links to placement experiences, in order to 'know more and remember more' of the PGCE curriculum. Mentor-guidance sheet learning summaries will support trainees on placement in making links between taught theory and practice, supported by their subject mentors.

By successfully gaining the knowledge and skills of the Secondary ITE curriculum and implementing these in practice, trainees will be able to demonstrate that they have met the Teachers' Standards in the end of programme summative assessment.

Employability and further study

Employability is embedded throughout the programme design. Employers have been involved in the development and quality assurance of the course through the Secondary Partnership Steering Group and Governance Board. Feedback from employers across the region has led to changes in course design to better prepare them for employment. For example, following feedback from school partners, awareness of school approaches to professional development have been strengthened, such as the WalkThrus and Rosenshine's principles. Whilst these were already included in the programme, explicit signposting to their use in many schools has been embedded.

Learning and Teaching Strategies	The programme has been developed to support and sustain rigorous learning that is informed by, and aims to influence, professional practice. The teaching and learning approach is designed such that trainees will build their knowledge of the ADEPT curriculum, underpinned by the CCF, over the period of the programme, whilst concurrently applying that knowledge as skills to their practice. They will revisit and retrieve core knowledge throughout the year in different contexts, enabling them to commit learning to long-term memory and embed their understanding of how theory relates to professional practice. **Centre-based learning**

Our ADEPT curriculum is delivered through phase-specific professional studies 'collective sessions' delivered to the whole cohort across all subject specialisms. This theoretical learning is enhanced through linked 'subject sessions' delivered by subject-expert lead mentors, ensuring subject distinctiveness, underpinned by robust subject-specific literature. Through this synergistic approach to teaching and learning, trainees will engage with exploration of our taught curriculum, signposting the 'learn that' statements from the CCF, developing self-awareness of how their professional learning translates into practice. Subject-specificity is embedded throughout the PGCE secondary curriculum, within the context of the wider evidence-based curriculum.

Placement-based learning

Trainees will have the opportunity to consolidate and extend their knowledge, understanding and skills in schools, for a minimum of 120 days, working in close partnership with University tutors and partnership colleagues and, through practice, develop an increasingly diverse range of appropriate pedagogical strategies and professional attributes to meet the requirements of the PGCE and the standards for QTS. Modelling and demonstration are essential features of the programme, allowing trainees to observe and experience teaching and learning strategies that can be used in their own practice.

Trainees will develop into highly reflective practitioners through curriculum-focused observation and deconstruction of expert practice, critical self-evaluation and targeted feedback from subject-expert mentors in closely-monitored classroom environments. Establishing the connection between centre-based and placement-based learning, mentor training and targeted guide sheets will provide school-based mentors with clarity on how theoretical learning links to the CCF 'learn how to' statements, enabling them to support trainees in placement settings and scaffold learning effectively. Trainees will therefore be supported to develop fluid classroom practice and follow the DfE's golden thread as they gain the knowledge, understanding and skills of effective teaching and progress as an Early Career Teacher (ECT) as subject-experts.

Teaching and learning approaches

Teaching may include lectures, subject seminars, workshops and tutorials based at the University or in placement, as well as work-based learning in the form of, for example, school-based reflective tasks, observation and reflection and reviews of progress against securing curriculum knowledge. Centre-based learning is typically delivered in-person, on campus, supported by appropriate augmented delivery through synchronous and asynchronous online learning where appropriate (e.g. online safeguarding training and academic tutorials).

Throughout the year there are whole days set aside for Collective Sessions, which may comprise of, for example, lectures, visiting speakers, workshops, discussion groups, employability fairs or other appropriate activities. There are also whole subject days which may be delivered online or in-person, depending on the nature of the subject and topic. Fieldwork trips and visits fall into this category, and these would be typically undertaken in-person as a group activity.

Every session has a range of resources made available on the VLE for trainees to use prior to and in session to support their learning. Session coversheets are provided for each session to outline learning objectives, along with links to the Core Content Framework and the associated evidence-base underpinning the session. Coversheets also include suggested further reading for those trainees who wish to extend their knowledge in a particular area of the curriculum. These coversheets are also an important repository for trainees to revisit as appropriate throught the year, along with the VLE resources, slide-decks and activities.

Intensive Training and Practice (ITaP)

In accordance with the DfE Quality Requirements, all trainees will receive a minimum of 20 days of ITaP experiences across the year, supported by Lead Mentors. The ITaPs within this programme are designed to link theory with practice in the subject, through carefully selected pivotal aspects of the planned training curriculum, including critical analysis of observed teaching and planning. This will lead to repetitive practice with expert feedback, supporting trainees to retrieve, apply and consolidate acquired knowledge, developing fluency in classroom practice in key areas of professional practice.

BGU ITaPs are delivered through the participatory five-element framework model, developed by the National Institute of Teaching:

- **Introduce**: support trainees' learning about the theory of teaching and learning
- **Analyse**: support trainees to analyse expert teaching
- **Prepare**: provide opportunities for trainees to use approximations to practice and get feedback
- **Enact**: support trainees to apply their learning in the classroom
- **Assess**: monitor trainees knowledge and skills

Pivotal areas of focus for ITaPs may change each year, but will take a question-based approach and will link to the key strands of the ADEPT curriculum. Indicative examples might be:

- What is low-level disruption and how can I address this in my practice through the use of rewards and sanctions? *
- How can I use my knowledge of pupils' prior understanding and barriers to learning to ensure good progress and outcomes within my lessons?

As set out in the DfE Quality Requirements, ITaPs may be entirely centre-based or placement-based, or a combination of both. Lead Mentors will support trainees in all stages of the five-element framework, through in-person delivery and/or support for general mentors in placement.

*See indicative example in Appendix

Enrichment opportunities

In addition to the embedded CCF, the ADEPT Secondary curriculum offers a range of opportunities to engage with enrichment activities, which are interwoven throughout the year. Our 'Equality, Diversity and Inclusion Week' is a unique aspect of the PGCE programme. The week typically consists of a day of workshops and seminars on pertinent topics (for example LGBTQIA+, and Black History), and culminates in a day back at University to evaluate and reflect upon the experiences gained.

The final two weeks of the course in June enable trainees to identify their interests and gaps in knowledge, understanding and practice. Bespoke enrichment opportunities allow them to develop these gaps. For example, trainees may choose to visit a special school setting, prison education setting, primary school, alternative provision, social work setting. They also experience learning in the Key Stage above and below their chosen route of study.

Support and wellbeing for trainees

Each trainee has a personal tutor in the form of their academic Subject Specialist. In addition to regular individual tutorials throughout the course, trainees will typically have opportunity to talk to their Subject Lead academic each week during the subject sessions at university. They are also able to access their Tutor via email at any time during the course.

Assessment Strategies	

Module code	Module Description	Credits	Semester	Assessment and learning methods		
				Exam/written	Practical	Coursework
				%	%	%
PGS701_1.0	Theory into Practice	30	1			100
PGS702_1.0	Classroom-focused Research	30	2			100
PLC00122	Assessment for QTS at the end of the course	0	2			100

Module Code	Module Title	Credits	Semester	Indicative Assessment Type and weighting	Indicative Assessment Loading
PGS701_1.0	Theory into Practice	30	1	Portfolio	5000 words
PGS702_1.0	Classroom-focused Research	30	2	Essay	5000 words
PLC00122	Assessment for QTS at the end of the course	0	2	Portfolio	

PGS701_1.0 (Theory into Practice)

The module is designed to promote critical analysis of theory, research and expert practice. Trainees will explore how theoretical knowledge gained during the Professional Preparation and Professional Development sequences of the secondary ITE curriculum translates into practice. Being able to critically reflect on practice is an essential skill for any practitioner to develop their teaching.

PGS702_1.0 (Classroom-Focused Research)

This module enables trainees to engage in small-scale research during their time on placement, as well as providing them with opportunities to consider pivotal aspects of their practice as part of fundamental ITaP experiences. By the end of the programme, trainees will be able to use their knowledge and critical understanding of implementing changes to practice to support them as they embark on the Early Career Framework.

PLC00122 (School/setting Placement Experiences and summative assessment against Teachers' Standards)

Trainees are supported to improve their knowledge of the curriculum and apply this as skills in practice through a clear focus on their developmental needs. This enables all trainees to exceed the minimum level of practice competence expected with regard to meeting the Teachers' Standards by the end of the programme. The final summative assessment is made holistically with the substantive evidence base being the training portfolio, referred toas the electronic Record of Professional Development (eRPD) and involves practical discussion with each trainee conducted by the academic Course Tutor.

Prior to the award of QTS, students must demonstrate competence in fundamental English and mathematics as set out in the Initial teacher training (ITT): criteria and supporting advice. Fundamental English skills are assessed through the two written assignments. Fundamental mathematics skills are assessed through a nationally benchmarked Level Two test.

Formative assessment (QTS element)

Formative assessment of trainees' progress towards gaining the knowledge and skills of the curriculum and applying this in practice is provided systematically through:

• Weekly curriculum meetings with the School-Based Mentor (SBM), centred around the weekly curriculum focus. This is recorded on the eRPD.

• Regular feedback within university subject seminars, ensuring that curriculum knowledge is being developed with a subject-specific focus.

• Frequent observations of teaching by the subject specialist School Based Mentor, where informal, formative feedback on practice and curriculum knowledge is given. Two formal observations are also undertaken and recorded on the eRPD.

• Regular monitoring and feedback on the eRPD by the University-Based Mentor.

• Regular visits and observations by the University-Based Mentor (normally four times per year for full-time trainees). These visits normally involve observation of teaching with the School- Based Mentor and quality assurance of above processes to ensure consistent delivery of the curriculum and formative feedback.

• Scheduled Curriculum Review Meetings (normally three times during the year for full-time trainees). At these meetings, progress is considered against that expected for a trainee at the relevant point of their training and recorded as 'on track'. Where progress is not on track, a Personal Support Plan may be put in place, or a Cause for Concern.

• To inform the Curriculum Review Meetings and Weekly curriculum meetings with the SBM, Curriculum questions have been developed against each of the strands of the intended curriculum. These are used by university and school-based staff to explore the extent to which trainees are developing the knowledge and skills of the intended curriculum.

	Formative assessment (academic assignments) Trainees will receive feedback on an initial draft submission of a small section of the first assignment, limited to a percentage of the total word count (as set out in the relevant Code of Practice). They will also have the opportunity for regular tutorials with their academic Subject Lead at scheduled points during the module. Trainees will be signposted to CELT where they require further support relating to their work (e.g. academic writing, criticality, referencing).
Inclusive Practice and Personal Development Planning	The PGCE Secondary curriculum is designed to be inclusive and accessible for all, with Inclusion embedded as a core strand of the ADEPT curriculum throughout, providing opportunities for consideration of diversity and inclusive practices both in course delivery, and trainees' own teaching. Through feedback from students representatives, trainee surveys and steering group meetings, programme leaders ensure that all students are able to access materials and learning opportunities, in line with best practice, such as the AdvanceHE **Inclusive Learning and Teaching in Higher Education report**. Trainees in the PGCE Secondary programme have a Subject specialist who they will see in-person in the Subject Sessions at university. Whilst on placement they will also have a School-Based Mentor. All three will work together to support the trainee throughout their programme. Where a trainee identifies any issues or requires support, the Subject specialist will also be their initial contact with any concerns or issues. Where this is the case, Subject specialists are also responsible for ensuring that their trainees are sufficiently supported in school to enable them to make progress in learning and applying the knowledge of the intended curriculum. Trainees have regular opportunities to evaluate the programme through the Trainee Initial Teacher Education Surveys (TITES) each term. Responses to these inform programme development and allow the programme team to assess and address any gaps in relation to the inclusivity of programme design. Subject representatives are also invited to programme team meetings, enabling regular lines of communication and feedback. In addition to weekly emails, the electronic 'Record of Professional Development' (eRPD) is used as a systematic approach to Personal Development Planning. It is used to record all weekly curriculum meetings, formal lesson observations and formative curriculum reviews, including setting of SMART targets. All those involved in the support of a trainee are granted access to view and contribute to their eRPD allowing for a transparent record of progress, early identification of any issues and a coherent package of support to be implemented. Trainees undertake subject knowledge audits at the start of the course and action plan from this so that they have personal targets for development. These are reviewed at regular intervals across the year and are recorded on the eRPD. The Curriculum Progress Guide (CPG) provides an accessible, question-based framework to aid trainees, Subject specialists and School-Based Mentors to gauge whether trainees are 'on track' to develop and apply the knowledge and skills of the intended curriculum. It is used in multiple ways to guide professional discussions, including during Curriculum Progress Reviews (twice each placement), weekly mentoring meetings and setting of targets. Where trainees are not 'on track', they are supported by a 'Personal Support Plan' (PSP) initially, with SMART targets linked directly to the curriculum and discussed with the trainee. If insufficient progress is made towards meeting these targets, a 'Cause for Concern' may be instigated. This support procedure is outlined in the 'Placement Handbook'. The University 'Learning Development' services are well-publicised and available for additional support and learning advice staff also contribute as appropriate to teaching sessions. UBMs monitor trainees' individual needs through tutorials and meetings. UBMs may refer trainees who need help to 'Learning Development' and 'Student Advice' for other differentiated support as appropriate.
Technology Enhanced Learning	Trainees have access to a range of publications to support their learning and assessment, including an increasing range of e-books and e-journals. The programme has a range of self-study materials available on the VLE and also provides, starting in the term preceding the programme, advice on resources for subject knowledge self-audit and independent study. Trainees are also encouraged to use originality checks prior to electronic submission of assignments. The 'electronic Record of Professional Development' (eRPD) is an example of how technology has been used to enhance the PGCE programme. This powerful monitoring system was devised, developed and piloted by the PGCE Secondary programme. It is now used across all ITE programmes at BGU, allowing trainees to develop their portfolio of evidence, in collaboration with their subject specialist and SBM. The nature of teacher training also means that safe use of technology in terms of safeguarding themselves and the children they teach is embedded in the programme, for example through taught sessions on e-safety aimed at raising awareness of both their own online profile and professional behaviours, and how to ensure safe practice in the classroom.
Work-related Learning and/or Placement	Placement-based learning is integral to Initial Teacher Training, ensuring that trainees can apply the knowledge and skills they learn through the centre-based curriculum. Placements on PGCE secondary are well-developed and are arranged through the Placement Services Office. During placement, trainees complete formative, reflective tasks which are carefully related to the centre-based sessions, enabling them to relate theory to practice. During school placements, assessment against the intended curriculum is carried out in partnership with School-Based Mentors. The school/partnership agreement identifies the roles and responsibilities of all partners. The partnerships with schools are flexible in terms of levels of involvement of BGU and school staff with regard to some aspects of learning, teaching and assessment, depending on the needs of schools and trainees. BGU maintains the quality assurance role for all patterns of programme delivery. Trainees complete a breadth of experience section on their electronic record of professional development. This is used by the Placement Lead and Placement Services Office staff to inform where trainees are placed to ensure diverse experiences. Termly trainee surveys (TITES) inform the quality of placement provision and strengths and areas for development within training. Mentors also complete a termly mentor survey to provide feedback about the strengths and areas for development both in terms of training and support for school-based mentors. This is used to update action plans and inform partnership activities.
Employability	School partners attend Steering Group meetings and are invited to an annual planning day to input into the design of the programme, ensuring it remains well aligned to employers' needs. In addition, the Governance Board includes representation from Lead Partner organisations, all of whom are school-based, for example CEO's of Multi Academy Trusts, ITT Coordinators and representatives from Teaching School Hubs and other ITT providers. This ensures that the programme team are aware of contemporary issues relating to employment well as market demands for teacher supply in the region. Close partnership takes place between the PGCE programme and BG Futures relating to career development. Trainees who have not yet found employment are offered the support of BG Futures with CVs, applications, job search, mock interviews and a fully managed vacancy service. The Jobs + Connect database allows students to register their details and schools can request their details Students not placed in teaching, or job changers, are offered on-going support for up to two years following graduation. A careers day forms part of the programme, typically involving local Head Teachers and deputies putting trainees through mock interviews and giving advice on CVs, applications and interviews. In addition, BG Futures typically organises a 'Careers Convention', which includes a marketplace with many local employers attending.[ZN1]

	The Physical Education with EBacc route offers the opportunity to enhance the employment prospects and employability profile of eligible applicants by training for a minimum of 10% in a second EBacc subject. This route will lead to a specific award title reflecting this. In order to provide our students with the BGU Graduate Attributes, we ensure that all aspects of the programme contribute to the over-arching aim of attaining qualified teacher status. **This is exemplified as follows:** **Academic Literacies**: Students will develop their criticality in both academic modules (701 and 702), which will enable them to consider and discuss a range of perspectives. They will also develop their ability to both write and communicate orally in a suitably academic tone, and in a clear and concise manner. In both academic modules, students will be required to take responsibility for their own learning goals. **Global Citizenship**: Students will develop skills to participate confidently, responsibly and imaginatively in the wider world of teaching and education in both academic modules and be able to apply this in their[HW2] [ZN3] school or setting placements. **Information Literacy**: Information literacy will be developed in both academic modules, and be of particular importance within the 702 module, which will support students to develop their use of the library to support the development of their organisation, planning and problem-solving skills, as they undertake their own small-scale research. **Digital Fluency**: Undertaking the programme will require students to be ICT proficient and digitally creative. Students will be supported within sessions and by CELT to enable them to develop their existing digital fluency which will support them in their future careers. Specific centre-based sessions on the use of Technologies in the classroom enhance their awareness and capabilities related to their teaching practice. **Employability**: The programme is designed to enable students to meet the requirements of QTS and prepare them for their work as Early Career Teachers (see above for details). **Being Enterprising**: The nature of the placements will require students to develop their place within the wider community of the school or setting in which they are placed and through new ventures and opportunities which create positive change in the community and further prepare them for their careers as Early Career Teachers.

Other Requisites (Free-text)	

Programme Specific Management Arrangements	• <u>General</u> The programme is managed through the Initial Teacher Education portfolio area, led by the PGCE Secondary Programme Leader, who is line managed by the relevant Head of Programmes, and supported by Subject Leaders. The programme team work with the Secondary Partnership Steering Group, and institutionally reports in to the ITE Governing Board. • <u>Professional, Regulatory & Statutory Bodies</u> The programme follows guidance set out in the Department for Education ITT Criteria. **Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk)** and recommendation for QTS is made in accordance with the requirements of the Teachers' Standards (**https://www.gov.uk/government/publications/teachers-standards**). The programme is subject to Ofsted inspection in accordance with the Ofsted **_Initial teacher education (ITE) inspection framework and handbook_**. This will occur under the timetable for inspection of BGU's wider initial teacher education activities. • <u>Other</u> (including off-site delivery) The programme team work closely with BGU Placement Services Office (PSO) to arrange and manage placement opportunities. For PE with Ebacc placements, PSO will ensure that trainees can access a minimum entitlement of 10% classroom experience in their Ebacc subject, along with support from a subject specialist in this area. PSO will generate a report for each placement to illustrate that the 10% minimum requirement has been achieved by design. The Course Tutor for Physical Education will arrange for a report on attendance at these sessions. In the event that trainees do not engage with their Ebacc subject, this may result in a recommendation for the trainee to be transferred across to the Physical Education only programme route. This will be considered by a Placement Panel and recommendation made to the relevant Module Board.

Staff Responsibilities	<u>Currently</u> <u>General</u> As set out in Programme Specific Management Arrangements <u>Placement related</u> As set out in Programme Specific Management Arrangements

Programme Specific Academic Student Support	<u>Q and A</u> Trainees have designated taught sessions for both modules prior to submission to address any specific queries or areas for clarification. Q&A forms a significant part of these sessions. Placement sessions also allow for questioning and clarification of placement expectations. <u>Resit support</u> Any trainees with a resit will be supported by their Subject specialist to guide them in terms of addressing targets and how to improve their academic work, additional to recommendations for them to seek support from LearningDevelopment. Trainees with resit placements have opportunities to speak to staff and discuss how they will address areas fordevelopment identified.

	Academic writing
	Trainees have specific sessions early in the programme on academic writing and are encouraged to seek additional support and guidance from Learning Development. For the Classroom-Focused Research module, trainees have a named tutor for their group (Subject specialist) who delivers sessions, holds tutorials and guides them in framing an appropriate area for research rooted in their subject discipline, and guides them in structuring their research report.

Programme Specific Student Evaluation	Each term trainees complete a Trainee Initial Teacher Education Survey (TITES). This is completed for allprogrammes. The Programme Leader and Subject specialists evaluate the feedback and use this to address actions from Annual Monitoring Report (AMR) Action Plans, SED, and to inform responsive taught sessions. As part of the programme team engagement with External Examiners (EE), students have the opportunity to feedback via EEs during their visits and scrutiny. Typically one EE is engaged with focusing on academic modules, with the other focusing on QTS and placement-related learning. Mentors complete termly surveys, which also inform training needs and strengths of the programme. Eachmodule is evaluated once it is completed, and feedback informs future teaching and learning. All the evaluations contribute to the AMR, self-evaluation and QA process.

File Manager	

Awards

Year 1

Exit Award Programme Learning Outcomes
Trainees will receive a transcript of accrued credits but there is no premature exit award for this programme at this level. Trainees failing the credit-bearing aspect of the course may still be recommended for QTS upon achieving the criteria set out in the Teachers' Standards. Similarly, trainees failing the QTS aspect of their course may still achieve the credit-bearing PGCE aspect of the course, but will not be recommended for QTS.

Permissible Awards
Postgraduate Certificate of Education (PGCE)
Postgraduate Certificate of Education (PGCE)

Programme Outcomes

On successful completion of this Programme the learner will be able to :

#	Description	Graduate Attributes
PLO1	KU1 Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues.	GA2 GA5 GA1 GA3 GA4
PLO2	KU2 Demonstrate detailed and systematic understanding of new insights related to relevant theory and practice at the forefront of educational practice.	GA2 GA5 GA1
PLO3	SPS1 Demonstrate critical evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice.	GA5 GA1 GA3
PLO4	SPS2 Demonstrate achievement of professional competence when assessed against the requirements of a PSRB.	GA2 GA5 GA1 GA3
PLO5	IS1 Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.	GA5 GA1 GA3 GA4
PLO6	IS2 The following themes are embedded in the programme and students will demonstrate critical engagement with these issues in the modules: i. Education policy and its implication for practice; ii. Education research, theory and professional knowledge; iii. Reflective practice and professional development; iv. Enquiry and evidence-based practice; v. Creative and critical pedagogy; and vi. Educational Ethnography (including action research).	GA2 GA5 GA1 GA3 GA6 GA4
PLO7	TS1 Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in work-place settings through sustained inquiry.	GA2 GA5 GA1 GA3 GA6

Graduate Attributes

1. GA1 - Academic Literacies
2. GA2 - Global Citizenship
3. GA3 - Information Literacy
4. GA4 - Digital Fluency
5. GA5 - Employability
6. GA6 - Being Enterprising
7. NA - Not Mapped to GA

FHEQ Learning Outcomes Descriptors		Programme Outcomes AQF Level 7		
Knowledge & Understanding	Level 4 PLO			
	Level 5 PLO			
	Level 6 PLO			
	Level 7 PLO	PLO1 KU1 Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues. PLO2 KU2 Demonstrate detailed and systematic understanding of new insights related to relevant theory and practice at the forefront of educational practice.		
	Level 8 PLO			
Subject-specific & Professional Skills	Level 4 PLO			
	Level 5 PLO			
	Level 6 PLO			
	Level 7 PLO	PLO3 SPS1 Demonstrate critical evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice.		
	Level 8 PLO			
Intellectual Skills	Level 4 PLO			
	Level 5 PLO			
	Level 6 PLO			
	Level 7 PLO	PLO4 SPS2 Demonstrate achievement of professional competence when assessed against the requirements of a PSRB. PLO5 IS1 Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.		
	Level 8 PLO			

Transferable Skills	Level 4 PLO	
	Level 5 PLO	
	Level 6 PLO	
	Level 7 PLO	PLO7 TS1 Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in work-place settings through sustained inquiry.
	Level 8 PLO	

Structure Framework

Title	Description	Modules	
		Min	Max
Full Time Delivery	.	0	0
Option		0	0
Part Time Delivery	.	0	0

Programme Deliveries

Year 1 / Semester 1

Full Time Delivery
.

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
Full Time Delivery	PGS701_1.0	Theory into Practice L7	Matthew Dunn	Yes	1.0	30	Level 7	180.00	0.00	100.00	0.00

Year 1 / Semester 1

Full Time Delivery
.

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
Full Time Delivery	PLC00121	End of Programme QTS Assessment	Jane Mumby	Yes	1.0	0	Level 7	1.00	0.00	100.00	0.00

Year 1 / Semester 2

Full Time Delivery

.

Core												
Delivery Range	*Code*		*Title*		*Owner*	*Allow Mapping*	*Version*	*Credits*	*Module Level*	*All*	*Practical*	*Coursework*	*Written*
Full Time Delivery	PGS702_1.0		Classroom Focused Research L7		Matthew Dunn	Yes	1.0	30	Level 7	180.00	0.00	100.00	0.00

Programme Deliveries

Year	*Study Period*	*Delivery Type*	*Delivery Range*	*Code*	*Title*	*Owner*	*Allow Mapping*	*Version*	*Credits*	*Module Level*	*All*	*Practical*	*Coursework*	*Written*
1	Semester 1	Core	Full Time Delivery	PGS701_1.0	Theory into Practice L7	Matthew Dunn	Yes	1.0	30	Level 7	180.00	0.00	100.00	0.00
1	Semester 2	Core	Full Time Delivery	PGS702_1.0	Classroom Focused Research L7	Matthew Dunn	Yes	1.0	30	Level 7	180.00	0.00	100.00	0.00
1	Year Long	Core	Full Time Delivery	PLC00121	End of Programme QTS Assessment	Jane Mumby	Yes	1.0	0	Level 7	1.00	0.00	100.00	0.00

LO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
PGS701_1.0 Theory into Practice (v1.0)							
LO1 Demonstrate detailed and systematic understanding of current evidence on effective teaching and a critical awareness of current issues relating to their own practice.	/	/	/			/	/
LO2 Demonstrate independent and critical evaluation of complex issues based on observation of, and reflection on teaching, presenting varied evidence to support professional judgements which can further develop practice.	/	/	/			/	/
LO3 Demonstrate critical understanding of specific tools and strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.		/	/		/	/	/
PGS702_1.0 Classroom Focused Research (v1.0)							
LO1 demonstrate a systematic understanding and critical awareness of current issues and/or new insights into tensions between theory and practice	/	/	/			/	/
LO2 demonstrate a comprehensive understanding and application of research strategies and tools appropriate for classroom based research					/	/	/
LO3 demonstrate an independent and critical evaluation of intricate issues drawing on varied evidence to support professional judgements on practice	/	/	/			/	/
LO4 demonstrate the ability to identify, evaluate and manage ethical dilemmas.				/		/	/
PLC00121 End of Programme QTS Assessment (v1.0)							
LO1 Set high expectations which inspire, motivate and challenge pupils - establish a safe and stimulating environment for pupils, rooted in mutual respect - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				/			
LO2 Promote good progress and outcomes by pupils - be accountable for attainment, progress and outcomes of the pupils - plan teaching to build on pupils' capabilities and prior knowledge - guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study				/			
LO3 Demonstrate good subject and curriculum knowledge - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject				/			
LO4 Plan and teach well-structured lessons - impart knowledge and develop understanding through effective use of lesson time - promote a love of learning and children's intellectual curiosity - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired - reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)				/			
LO5 Adapt teaching to respond to the strengths and needs of all pupils - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them				/			
LO6 Make accurate and productive use of assessment - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements - make use of formative and summative assessment to secure pupils' progress - use relevant data to monitor progress, set targets, and plan subsequent lessons - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				/			
LO7 Manage behaviour effectively to ensure a good and safe learning environment - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.				/			
LO8 Fulfil wider professional responsibilities - make a positive contribution to the wider life and ethos of the school - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support - deploy support staff effectively - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues - communicate effectively with parents with regard to pupils' achievements and well-being.				/			
LO9 demonstrate consistently high standards of personal and professional conduct.				/			
LO10 have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality				/			
LO11 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.				/			

Editors or Collaborators

Staff Member	Staff Number
Matthew Dunn	
Zoe Nye	

Availabilities

Delivery Period	Self Enrol?	Delivery mode	Teaching Period Key Date	Availability start date	Is deferral allowed?	External Availability Code	Active?
2024 September	No	In Person		September 02 2024	No	x	Yes

Links

#	URI and Description
1	**https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice** The programme follows guidance set out in the Department for Education ITT Criteria

Programme Status Log

Initial Status	End Status	User	Date	Comment
Senate	Approved	Fran Croydon	11/Jul/2024 16:31	
AEC	Senate	Fran Croydon	11/Jul/2024 16:29	Senate (Chair's Action) approval confirmed 11/07/2024.
QAC	AEC	Fran Croydon	11/Jul/2024 16:26	AEC approval not required due to committee structural changes.
University Event Chairs Group	QAC	Fran Croydon	11/Jul/2024 16:26	QAC (Chair's Action) approval 10/07/2024.
Quality	University Event Chairs Group	Fran Croydon	11/Jul/2024 16:25	University Validation ROD signed off 10.07.2024.
Stage 1 Event Chair	Quality	Fran Croydon	11/Jul/2024 16:24	University Validation event held 09/05/2024.
Faculty	Stage 1 Event Chair	Fran Croydon	11/Jul/2024 16:23	Stage 1 Chair/Faculty sign-off confirmed on 16/02/2024.
Draft	Faculty	Fran Croydon	11/Jul/2024 16:21	
Stage 1 Event	Draft	Fran Croydon	11/Jul/2024 16:20	
Faculty	Stage 1 Event	Fran Croydon	10/Jul/2024 16:10	Stage 1 held 29 November 2023.
Draft	Faculty	Matthew Dunn	14/Jun/2024 11:29	
University Event	Draft	Fran Croydon	21/May/2024 12:21	
Quality	University Event	Fran Croydon	21/May/2024 12:20	
Stage 1 Event Chair	Quality	Fran Croydon	02/May/2024 15:41	University revalidation event scheduled for 09.05.2024
Faculty	Stage 1 Event Chair	Fran Croydon	02/May/2024 15:40	Stage 1 ROD signed off by Chair on 16.02.2024
Draft	Faculty	Fran Croydon	02/May/2024 13:26	Stage 1 sign-off 16/02/2024
Faculty	Draft	Fran Croydon	23/Feb/2024 14:08	
Draft	Faculty	Nicola Thompson	19/Feb/2024 16:17	
	Draft	Kelly Fisher	09/Nov/2023 09:56	New Programme Created

Professional Competency Mapping

Graduate Attributes	Programme Learning Outcome	Competencies

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	1. KU1 Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues.	• **Professional Body**
		  DfE Teachers' Standards
		• **Competency Framework**
		  Teachers' Standards
		
		• 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		• 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		• 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		• 2.1 Be accountable for pupils' attainment, progress and outcomes.
		• 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		• 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		• 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		• 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		• 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		• 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		• 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
		• 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
		• 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
		• 4.1 Impart knowledge and develop understanding through effective use of lesson time.
		• 4.2 Promote a love of learning and children's intellectual curiosity.
		• 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
		• 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
		• 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
		• 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
		• 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
		• 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
		• 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
		• 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
		• 6.2 Make use of formative and summative assessment to secure pupils' progress.
		• 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
		• 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
		• 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
		• 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
		• 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
		• 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
		• 8.1 Make a positive contribution to the wider life and ethos of the school.
		• 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
		• 8.3 Deploy support staff effectively.
		• 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
		• 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
		• 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
		• 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
		• 9.1.3 showing tolerance of and respect for the rights of others
		• 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
		• 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
		• 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
		• 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
		
		• **Professional Body**
		  ITT & Early Career Framework

- **Competency Framework**
  ITT & Early Career Framework

- A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

		• E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
		• E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
		• E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
		• E.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.
		• E.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.
		• E.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.
		• F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
		• F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
		• F.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.
		• F.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.
		• F.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.
		• F.6 Over time, feedback should support pupils to monitor and regulate their own learning.
		• F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
		• G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
		• G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
		• G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
		• G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
		• G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
		• G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
		• G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
		• H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
		• H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
		• H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
		• H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
		• H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
		• H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
		• H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	2. KU2 Demonstrate detailed and systematic understanding of new insights related to relevant theory and practice at the forefront of educational practice.	• **Professional Body**
		    DfE Teachers' Standards
		• **Competency Framework**
		    Teachers' Standards
		--- 	
		• 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		• 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		• 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		• 2.1 Be accountable for pupils' attainment, progress and outcomes.
		• 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		• 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		• 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		• 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		• 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		• 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		• 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6.2 Make use of formative and summative assessment to secure pupils' progress.
- 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.
- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
- 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 9.1.3 showing tolerance of and respect for the rights of others
- 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- **Professional Body**
  ITT & Early Career Framework
- **Competency Framework**
  ITT & Early Career Framework

- A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.

- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- E.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.
- E.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.
- E.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.
- F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- F.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.
- F.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.

		• F.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. • F.6 Over time, feedback should support pupils to monitor and regulate their own learning. • F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. • G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. • G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. • G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. • H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. • H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. • H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
	3. SPS1 Demonstrate critical evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice.	• **Professional Body**
		  DfE Teachers' Standards
		• **Competency Framework**
		  Teachers' Standards
		
		• 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		• 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		• 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		• 2.1 Be accountable for pupils' attainment, progress and outcomes.
		• 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		• 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		• 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		• 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		• 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		• 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		• 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
		• 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
		• 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
		• 4.1 Impart knowledge and develop understanding through effective use of lesson time.
		• 4.2 Promote a love of learning and children's intellectual curiosity.
		• 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
		• 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
		• 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
		• 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
		• 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
		• 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
		• 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
		• 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
		• 6.2 Make use of formative and summative assessment to secure pupils' progress.
		• 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
		• 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.
- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
- 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 9.1.3 showing tolerance of and respect for the rights of others
- 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- **Professional Body**
  ITT & Early Career Framework
- **Competency Framework**
  ITT & Early Career Framework

- A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.

- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- E.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.
- E.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.
- E.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.
- F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- F.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.
- F.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.
- F.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.
- F.6 Over time, feedback should support pupils to monitor and regulate their own learning.
- F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
- G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
- G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
- G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
- G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
- G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
- H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.

		- H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
		- H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
		- H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
		- H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	4. SPS2 Demonstrate achievement of professional competence when assessed against the requirements of a PSRB.	- **Professional Body**
		  DfE Teachers' Standards
		- **Competency Framework**
		  Teachers' Standards
		
		- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		- 2.1 Be accountable for pupils' attainment, progress and outcomes.
		- 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		- 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
		- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
		- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
		- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
		- 4.2 Promote a love of learning and children's intellectual curiosity.
		- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
		- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
		- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
		- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
		- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
		- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
		- 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
		- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
		- 6.2 Make use of formative and summative assessment to secure pupils' progress.
		- 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
		- 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
		- 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
		- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
		- 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
		- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
		- 8.1 Make a positive contribution to the wider life and ethos of the school.
		- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
		- 8.3 Deploy support staff effectively.
		- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
		- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
		- 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
		- 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
		- 9.1.3 showing tolerance of and respect for the rights of others
		- 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
		- 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- **Professional Body**
  ITT & Early Career Framework
- **Competency Framework**
  ITT & Early Career Framework

- A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- E.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.
- E.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.
- E.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.
- F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- F.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.
- F.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.
- F.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.
- F.6 Over time, feedback should support pupils to monitor and regulate their own learning.
- F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
- G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
- G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
- G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
- G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
- G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
- H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
- H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
- H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
- H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
- H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
	5. IS1 Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.	• **Professional Body**
		DfE Teachers' Standards
		• **Competency Framework**
		Teachers' Standards
		
		  • 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
		
		• **Professional Body**
		ITT & Early Career Framework
		• **Competency Framework**
		ITT & Early Career Framework
		
		  • A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

		• E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. • E.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. • E.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. • E.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. • F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. • F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. • F.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. • F.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. • F.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. • F.6 Over time, feedback should support pupils to monitor and regulate their own learning. • F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. • G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. • G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. • G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. • H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. • H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. • H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA6 - Being Enterprising (This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation)
GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	6. IS2 The following themes are embedded in the programme and students will demonstrate critical engagement with these issues in the modules: i. Education policy and its implication for practice; ii. Education research, theory and professional knowledge; iii. Reflective practice and professional development; iv. Enquiry and evidence-based practice; v. Creative and critical pedagogy; and vi. Educational Ethnography (including action research).	• **Professional Body**
		  DfE Teachers' Standards
		• **Competency Framework**
		  Teachers' Standards
		
		• 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		• 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		• 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		• 2.1 Be accountable for pupils' attainment, progress and outcomes.
		• 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		• 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		• 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		• 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		• 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		• 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		• 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
		• 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
		• 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
		• 4.1 Impart knowledge and develop understanding through effective use of lesson time.
		• 4.2 Promote a love of learning and children's intellectual curiosity.

		• 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
		• 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
		• 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
		• 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
		• 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
		• 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
		• 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
		• 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
		• 6.2 Make use of formative and summative assessment to secure pupils' progress.
		• 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
		• 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
		• 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
		• 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
		• 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
		• 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
		• 8.1 Make a positive contribution to the wider life and ethos of the school.
		• 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
		• 8.3 Deploy support staff effectively.
		• 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
		• 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
		• 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
		• 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
		• 9.1.3 showing tolerance of and respect for the rights of others
		• 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
		• 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
		• 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
		• 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
		• **Professional Body** ITT & Early Career Framework
		• **Competency Framework** ITT & Early Career Framework
		• A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
		• A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
		• A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
		• A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
		• A.5 A culture of mutual trust and respect supports effective relationships.
		• A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
		• A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
		• A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
		• B.1 Learning involves a lasting change in pupils' capabilities or understanding.
		• B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
		• B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
		• B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
		• B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
		• B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.

- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- E.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.
- E.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.
- E.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.
- F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- F.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.
- F.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.
- F.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.
- F.6 Over time, feedback should support pupils to monitor and regulate their own learning.
- F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

		• G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
		• G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
		• G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
		• G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
		• G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
		• G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
		• G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
		• H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
		• H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
		• H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
		• H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
		• H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
		• H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
		• H.7 Engaging in high-quality professional development can help teachers improve.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA6 - Being Enterprising (This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	7. TS1 Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in work-place settings through sustained inquiry.	• **Professional Body**
		   DfE Teachers' Standards
		• **Competency Framework**
		   Teachers' Standards

		• 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
		• 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
		• 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
		• 2.1 Be accountable for pupils' attainment, progress and outcomes.
		• 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
		• 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
		• 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
		• 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
		• 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
		• 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
		• 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
		• 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
		• 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
		• 4.1 Impart knowledge and develop understanding through effective use of lesson time.
		• 4.2 Promote a love of learning and children's intellectual curiosity.
		• 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
		• 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
		• 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
		• 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
		• 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
		• 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
		• 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
		• 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
		• 6.2 Make use of formative and summative assessment to secure pupils' progress.
		• 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
		• 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
		• 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
		• 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
		• 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.
- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.
- 9.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 9.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 9.1.3 showing tolerance of and respect for the rights of others
- 9.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 9.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- **Professional Body**
  ITT & Early Career Framework
- **Competency Framework**
  ITT & Early Career Framework

- A.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- A.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- A.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
- A.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- A.5 A culture of mutual trust and respect supports effective relationships.
- A.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
- A.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.
- A.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.
- B.1 Learning involves a lasting change in pupils' capabilities or understanding.
- B.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- B.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- B.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- B.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- B.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.
- B.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- B.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- B.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
- C.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- C.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- C.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- C.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- C.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
- C.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- C.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- C.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- C.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

- C.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- D.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- D.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- D.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- D.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- D.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- D.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.
- D.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- D.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
- D.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- D.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
- D.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.
- E.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- E.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- E.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- E.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- E.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.
- E.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.
- E.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.
- F.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- F.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- F.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.
- F.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.
- F.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.
- F.6 Over time, feedback should support pupils to monitor and regulate their own learning.
- F.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
- G.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- G.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
- G.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
- G.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
- G.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
- G.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- G.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
- H.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- H.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- H.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
- H.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
- H.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.

		• H.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. • H.7 Engaging in high-quality professional development can help teachers improve.