ITT Core Content Framework: A summary of the *'Learn How To'* statements that include e*ntitlement to practise* and *learning from colleagues*

High Expectations (Standard 1 – 'Set high expectations') Observe and/or discuss with expert colleagues:

- Tasks stretch and challenge all children.
- Use intentional and consistent language that promotes challenge and aspiration.
- Create a positive environment where perseverance is part of the daily routine.
- Include parents and carers in the education of their children - proactively highlight successes.
- Create a culture of respect and trust in the classroom that supports all pupils to succeed
- Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Apply rules, sanctions and rewards in line with school policy.
- Acknowledge and praise pupil effort and emphasising progress being made.

How Pupils Learn (Standard 2 – 'Promote good progress') Observe and/or discuss with expert colleagues:

- Considers children's PKU when planning how much new information to introduce.
- Reduce distractions keeping the complexity of a task to a minimum; attention is focused on the content.
- Break complex material into smaller steps
- Sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Misconceptions and plan how to prevent these forming.
- Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.
- Link what pupils already know to what is being taught. Plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.
- Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work
- Balance exposition, repetition, practice and retrieval of critical knowledge and skills.
- Increase challenge with practice and retrieval as knowledge becomes more secure - removing scaffolding.

Subject & Curriculum (Standard 3–'Demonstrate good subject & curriculum knowledge') Observe and/or discuss with expert colleagues:

- Identify essential concepts, knowledge, skills and principles of the subject.
- Use retrieval/spaced practice to build automatic recall key knowledge and how to deconstruct this approach.
- The rationale and process for curriculum choices. How the school's curriculum materials inform lesson preparation.
- Provide opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
- Accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- Use resources and materials aligned with the school curriculum (e.g. textbooks)
- Misconceptions and how to help pupils master important concepts.
- Revisit the big ideas of the subject over time and teach key concepts through a range of examples.

Adaptive Teaching (Standard 5 – 'Adapt teaching') Observe and/or discuss with expert colleagues:

- Support pupils with a range of additional needs, work with the SENCO and DSL including how to use the SEND Code of Practice.
- Identify pupils who need new content further broken down. Make use of formative assessment.
- Adaption of lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.
- Balance input of new content so that pupils master important concepts.
- Use TAs/AA
- Decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.
- Make use of well-designed resources (e.g. textbooks).
- Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge
- Build in additional practice or removing unnecessary expositions.
- Reframe questions to provide greater scaffolding or greater stretch.
- Discuss with expert colleagues how groups change regularly, avoiding the perception that groups are fixed.
- Discuss with expert colleagues how the school ensures that groups based on attainment are subject specific.
- Apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

Assessment (Standard 6 – 'Make accurate and productive use of assessment') Observe and/or discuss with expert colleagues:

- Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
- Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.
- Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).
- Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
- Use assessments to check for prior knowledge and pre-existing misconceptions.
- Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitor pupil work during lessons, including checking for misconceptions.
- How pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
- Scaffold self-assessment by sharing model work with pupils, highlighting key details.
- Ensure feedback is specific and helpful when using peer- or self-assessment.
- Focus on specific actions for pupils and providing time for pupils to respond to feedback.
- Record data only when it is useful for improving pupil outcomes.
- Develop an understanding that written marking is only one form of feedback.
- Identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.
- Use verbal feedback during lessons in place of written feedback after lessons where possible.
- Reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

•Draw explicit links between new content and the core concepts and principles in the subject. • Key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).	**Managing Behaviour (Standard 7 – 'Manage behaviour effectively') Observe and/or discuss with expert colleagues**
•Interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. •Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. •Demonstrate a clear understanding of SSP for early reading and spelling. •Support younger pupils to become fluent readers and to write fluently and legibly. •Model reading comprehension by asking questions, making predictions, and summarising when reading. •Promote reading for pleasure (uses a range of whole class reading /reading high-quality texts to children). •Teach different forms of writing by modelling planning, drafting and editing. •Teach unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. •Model high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)	• Establishes routines and quickly responds to behaviour/bullying that threatens emotional safety. • Establish a supportive and inclusive environment offers reliable system of reward and sanction in line with school policy. • Creates and explicitly teaches routines in lines with school ethos – maintains high expectations. • Work alongside colleagues as part of a wider system of behaviour management. • Give manageable, specific and sequential instructions. • Check pupils' understanding of instructions before a task begins. • Use consistent language and non-verbal signals for common classroom directions. •Use least-intrusive interventions for LLD. •Use effective strategies for liaising with parents, carers and colleagues to understand pupils' individual circumstance that ensure high academic and behavioural expectations. • Respond consistently to pupil behaviour. • Master challenging content, which builds towards long-term goals and deconstructing this approach. • how to provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. • Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.
Classroom Practice (Standard 4 – 'Plan and teach well structured lessons') Observe and/or discuss with expert colleagues:	**Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities') Observe and/or discuss with expert colleagues**
•Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. •Model explanations, scaffolds approaches, removes scaffolding where appropriate. •Promotes critical thinking and problem solving. •Enables children to consolidate and practise applying new knowledge and skills. •Use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). •Start expositions at the point of current pupil understanding. •Combine a verbal explanation / relevant graphical representation of a concept or process •Make the steps in a process memorable / recalling (e.g. naming them / linking to memorable stories). •Narrate thought processes/modelling thinking (e.g. ask questions to aloud/refer to PKU). •Expose potential pitfalls and explaining how to avoid them. •Support collaborative / paired work – are children familiar with paired/group routines. •Provide scaffolds for pupil talk to increase the focus and rigour of dialogue. •Activities are planned to encourage children to think hard. •Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). •Provide appropriate wait time between question and response where more developed responses are required.	• Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards. • Strengthen and extend pedagogical and subject knowledge by participating in wider networks and lesson preparation. • Seek challenge, feedback and critique from mentors and other colleagues – work as a team • Reflect on progress made, recognise strengths and weaknesses and identifying next steps for further improvement. • Engage critically with research and using evidence to critique practice. • Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach. • Work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. • Share the intended lesson outcomes with teaching assistants ahead of lessons. • Receive clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. • Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). Collaborate with colleagues to share load of preparation and planning. • Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. • Personalise systems and routines to support efficient time and task management. • Discuss and analyse with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). • Protect time for rest and recovery; be aware of sources of support available to support good mental wellbeing.