**ITT Core Content Framework: MFL CA Audit (Mentors February 2022)**

*We would like to use this audit to get a snapshot of how well we are overtly addressing the CCF in schools and to identify any gaps.*

*Consider whether trainees have the opportunity to learn about these CCF themes in the school setting, for example whether you address them in mentor meetings or perhaps there are areas you could be more intentional about.*

*RAG each statement by considering your actions as a mentor across the placement.*

*Red - Trainees have not had the opportunity to learn this*

*Amber - Trainees have the opportunity to learn this but it could be made more overt/intentional*

*Green – Yes, trainees are actively learning this during their placements*

| **ITT Core Area & Section** | **Learning objectives****Learn that...** |
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| **BEHAVIOUR MANAGEMENT**1. **High Expectations (Standard 1 – ‘Set high expectations’)**
 | 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.
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| **PEDAGOGY**1. **How Pupils Learn (Standard 2 – ‘Promote good progress’)**
 | 1. Learning involves a lasting change in pupils’ capabilities or understanding.
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.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate materials and help pupils remember what they have learned.
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.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
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| **CURRICULUM**1. **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)**
 | 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.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.
4. Anticipating common misconceptions with particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed with particular subject areas is beneficial.
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.
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.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
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.
10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
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| **PEDAGOGY**1. **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)**
 | 1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new materials in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils to understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupils’ attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

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|  **PEDAGOGY**1. **Adaptive Teaching (Standard 5 - ‘Adapt teaching’)**
 | 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
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.

 1. 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.
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| **ASSESSMENT**1. **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)**
 | 1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
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.
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.
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.
6. Over time, feedback should support pupils to monitor and regulate their own learning.
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
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| **BEHAVIOUR MANAGEMENT**1. **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)**
 | 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.
4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. Building effective relationships is easier when pupils believe their feelings will be considered and understood.
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to rewards).
7. Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.
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| **PROFESSIONAL BEHAVIOURS**1. **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**
 | 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
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.
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.
4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.

 1. 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.
2. SENCOs, pastoral heads, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
3. Engaging in high-quality professional development can help teachers improve.
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