

Module 3 training session

ECT training overview for Module 3 (2)

2-hour session (Week 7)

How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 3 Summary Guide. This provides the foundation to this ECT training session. The Learning Intentions refer directly to the *learn that* and *learn how to* statements from the ECF.

The training session outline details what must be covered. All references to how this might be delivered are optional.

Preparation for the facilitator

You should read the Module 3 Summary Module Guide.

This session sets out what must be covered by the facilitators in the 2-hour session.

Preparation for the ECTs

No preparation required.

Learning Intentions for this session

This session is sequenced early in the second half of the module and will be focused on the ways adaptive teaching supports pupils – including those with special educational needs or disabilities – to succeed, and the importance of working with other professionals alongside parents/carers.

You will learn that:

- 5.1** Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- 5.2** Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of

teaching.

- 5.7** 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.

You will learn how to:

Develop an understanding of different pupils needs by:

- 5a.** Identifying pupils who need new content further broken down.
- 5c.** Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
- 5d.** Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

Provide opportunity for all pupils to experience success, by:

- 5g.** Making effective use of teaching assistants.

Introduction

This training session occurs near the beginning of the second half of this module (Module 3). Through this module, ECTs will have considered the fundamental principles of planning well-structured lessons to ensure that they meet the needs of all learners, and how they might adapt teaching to ensure that pupils don't get left behind. They will have worked with their mentors to extend their understanding and practice through a range of learning activities, with opportunities to consider research on how to structure lessons and adapt their teaching, including using modelling and scaffolding, as well as developing metacognition in pupils. They will be using this to evaluate their own approaches to ensuring that pupils can build on prior knowledge and address misconceptions before they become a barrier to learning. This will be leading to the practical application of theory to their practice, applying new and refining existing approaches in the classroom. There will be further opportunities for both collaborative and individual planning, reflection and evaluation, through which the ECT will further develop their practice.

This module is 12 weeks long. Within the sequence of this programme, the module is designed to be run in the spring term of Year 1 of the programme.

Research Summary for this session

Barriers to learning are specific factors which prevent pupils from making progress and acquiring new knowledge and skills. These can be additional learning needs such as dyslexia, or external factors such as bereavement or challenging home circumstances. There can also be barriers to learning within the classroom, such as poor behaviour or lack of facilities and equipment. A pupil's socio-economic circumstances can also result in significant barriers to learning.

To help you identify and overcome pupils' barriers to learning, you should:

- work closely with the SENCO, your Designated Safeguarding Lead and other special education professionals who work in or visit your school
- use the SEND Code of Practice, which has guidance on supporting SEND pupils
- learn more about your pupils' barriers by liaising with their families and other colleagues
- if you have them, talk to teaching assistants or learning support advisors who may be keyworkers for the pupils you teach

One of the most important aspects of teaching is the ability to establish an accurate understanding of the pupils' **prior knowledge** within a given subject or domain. In this way, the teacher can start with where their pupils are and help them from there, rather than working backwards from a long-term learning goal. It is also understood that increased prior knowledge reduces working memory load. When pupils encounter familiar problems, this activates information from long-term memory and supports working memory, where problem-solving occurs. Novice pupils therefore find complex activities like problem-solving, critical thinking and creativity particularly effortful, as they have fewer experiences (and therefore less prior knowledge), and the problems they encounter are more likely to be novel. Where prior knowledge is weak, inaccurate or misapplied, it can have a distorting effect both on the immediate activity and on the learning that results from this.

To help you address the prior knowledge needs of your pupils where they have specific learning needs, you should:

- wherever possible, talk to colleagues who taught them before, or who teach them in other areas now, so you can benefit from their experience
- carefully assess their prior knowledge when planning how much new information to introduce (you may have to adapt your teaching in-lesson, as you realise that their prior knowledge is not secure)
- provide explicit modelling and guidance, breaking problems down into steps (e.g. keywords and sentence starters for written work, simple teacher demonstration for practical tasks)
- use worked examples with clear and minimal steps (including step-by-step visual guides)
- identify likely misconceptions and plan to prevent them from occurring (if you are able to co-plan with colleagues, that will help here)
- give them regular purposeful practice so they can consolidate learning in their long-term memory

Adaptive teaching involves the teacher being flexible and responsive about the methods they use in lessons, to ensure that they can meet the needs of all their pupils and deviate from the lesson plan where necessary. Adaptive teaching requires a reflective approach, since the teacher needs to be able to acknowledge the need to change the strategy being used. Although adaptive teaching is easier with experience, it can be achieved early in a teacher's career through careful planning – by anticipating pupil misconceptions before they arise, for example. It is important that this be done in response to pupils' needs, not an artificial process which breaks the flow of the lesson.

Adaptive teaching includes providing targeted support to pupils who are struggling, but creating separate distinct tasks for different groups is less likely to be valuable: it risks lowering expectations for some, and it can add unnecessarily to workload.

To adapt your teaching without creating separate distinct tasks, you should:

- intervene within lessons with individuals and small groups
- divide your support between the whole class, specific groups and individuals (e.g. it is often possible to set up a whole-class independent task, freeing you to give extra support to a group or individual)
- while maintaining high expectations for all, you can vary the quantity of work you demand from some, or the amount of time you allow some to complete it
- use and reuse templates, writing frames, key concepts mats and other worked examples as scaffolds you can easily introduce or withdraw as you adapt your teaching

Deliberate, purposeful **practice** is essential if pupils are to retain the new knowledge and skills they have been taught. This requires the pupils themselves to put sustained effort into improving their performance within a given domain. Deliberate practice is positively correlated with performance. Each time memories are recalled, they are strengthened. In order to embed new learning in their long-term memory and be able to retrieve it for future use, pupils need to regularly retrieve new knowledge and skills, and apply them in new and diverse contexts.

To help your pupils with specific learning needs to learn through practice, you should:

- design learning sequences that give your pupils regular opportunities to practise, and to retrieve from memory what they have previously learned (so much the better if you can make this low-stakes and low-stress)
- design practice tasks to ensure a high success rate for your pupils, but
- over time, increase the challenge, for example by removing scaffolding or by increasing the length of time between visits to the topic

Relationships between teachers and parents/carers are generally considered crucial to a child's educational experience. Sometimes we use other terms to mean similar things (e.g. parental involvement, engagement, and participation). Attending a parents' evening may be considered as 'parental involvement' with the school, whilst parents/carers regularly reading with their child would come under the heading of 'parental engagement' with learning. Building effective relationships with families can improve pupils' motivation, behaviour and academic success while helping teachers to better understand their pupils' individual circumstances so that they can be

effectively supported in school. To help you to build effective relationships with parents, carers and families, you should:

- speak to the pastoral teams in your school and get their advice
- prepare well for parents' evenings, making sure you know well what your pupils' strengths are, what they need to do to improve, and what families might be able to do to help
- where you have concerns about how best to communicate with a family, ask a trusted colleague to help you to script some scenarios

Schools work with parents/carers in diverse ways depending upon the community in which they serve. The Education Endowment Foundation's (2015) 'Working with Parents to Support Children's Learning' is a very useful guidance report.

Collaboration - Engaging with expert support and mentoring, and collaborating with peers is likely to improve the quality of professional development. Sharing and developing planning resources with colleagues is an important way for a teacher to manage their workload. Early career teachers ought to recognise the valuable role that they can perform by contributing to the wider life of the school. This will include forging strong professional relationships and developing a collective responsibility for improving the lives of the pupils in the school. To help you to fulfil your wider responsibilities through collaboration, you should:

- realise that you too have talents and expertise which you can use to support individual colleagues
- take advantage of opportunities to work as a team – for example, this may be a formal professional learning community, or a group contributing to the wider wellbeing of the school community
- understand the vital role played by SENCOs, pastoral leaders, school librarian, careers service and the wide range of other colleagues working in specialist roles

Teaching Assistants (TAs) are more able to support pupils' learning effectively where they work with individual pupils or small groups, and where teachers and TAs work together effectively. If you are lucky enough to work with them, support from TAs should be used to supplement, rather than substitute for teaching by the class

teacher. To help you to make the best use of TAs to support learning, you should make time available before and after lessons to:

- discuss effective working approaches – how you and the TA will work together in class, how you will together support different groups of pupils
- prepare the TA for lessons, including sharing intended lesson outcomes
- reflect on progress so far and plan ahead

The training will need to cover

The ways adaptive teaching supports pupils – including those with special educational needs or disabilities – to succeed (5.1, 5.2, 5a, 5d), and the importance of working with other professionals alongside parents/ carers (5.7, 5c, 5g).

This session should provide the ECTs with an introductory session to the second half of Module 3. Adaptive teaching is the focus throughout the second half of the module. Timings are suggestions only.

Review 15 mins

You need to check ECTs' prior knowledge of using adaptive teaching to support pupils effectively.

You might ask the ECTs to:

- share examples of breaking down new content for particular pupils they have identified who would benefit from this approach
- consider how, in the next lesson they are due to teach, they have sought to understand pupils' differences including their different levels of prior knowledge and potential barriers to learning
- identify ways they have used the SEND Code of Practice as guidance to support SEND pupils effectively
- think about the professionals, including the SENCO, Designated Safeguarding Lead and teaching assistants effectively and/or parents and carers

This should give you some understanding of the range of experiences the ECTs have. Allow this to inform the next sections.

Plan 35 minutes

You might design a short scenario relating to your context that demonstrates the ways in which practice and questioning can be used. You might build 1 or more examples. An example has been included below to emphasise practice developed through questioning, but while you might choose to use this, references to the ECT's school context will be useful.

Sadiq is an ECT. He works in a primary school and has planned a half-term sequence of gymnastics for his Year 5 class. Sadiq is pleased with the overall design of the activities, which focus on building flexibility, strength, technique, control and balance. He has planned for different attainment levels based on his teaching last term with the same group, but remains particularly concerned, however, about one student called Max. Max has a mild form of cerebral palsy; his muscle tone appears weak at times and control is difficult.

When Sadiq speaks briefly to his mentor, Sabrina, ahead of the mentor session, she tells him to make sure he adapts his teaching and doesn't work in isolation. Sabrina tells Sadiq they will consider this carefully in a few days' time when the mentor session is planned to take place. Sadiq is keen to make progress on this ahead of the mentor session.

The above scenario, if you choose to use this and/or similar examples, allows the ECT to consider:

- how Sadiq might plan for pupils with a range of attainment levels
- how might Sadiq draw on the identification of prior attainment and potential barriers to learning to inform his planning
- what did Sabrina mean when she told Sadiq that he shouldn't work in isolation

Adjust the questions to ensure these are made appropriate for the example(s) used.

Theory to Practice 60 mins

During the sixty minutes suggested for this section, aim to build from the Plan section. This section will need to engage the ECTs with the following:

1. breaking new content down further based on prior attainment and potential barriers – how might Sadiq have achieved this for Max?
2. how might educational professionals, including teaching assistants, support pupil success? This will need to be examined carefully here to ensure that ECTs have a clear sense of ways in which they can be more effective in their use of teaching assistants and/or other educational professionals
3. making use of guidance in the SEND Code of Practice. You might draw out explicit content here to allow ECTs time to consider the significance of this for their practice
4. allow adequate time for review of forthcoming sessions that ECTs might more effectively prepare for, based on the content of this session

Next Steps 10 mins

Encourage the ECTs to capture their learning from the session. This could be done as a series of *I have learned that...* and *I have learned how to...* statements.