Core Content Framework: Placement Planning Document for Mentors

# September to October Half Term (CCF: Sections 1, 4 & 7)

| ***Learn how to…*** | ***Introduce*** | ***Revisit*** |
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| **Section 1 “High Expectations”** | | |
| **Communicate a belief in the academic potential of all pupils,**   * by receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. |  |  |
| **Demonstrate consistently high behavioural expectations,**   * by receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). |  |  |
| **Section 4 “Classroom Practice”** | | |
| **Plan effective lessons,**   * by observing how 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. |  |  |
| **Make good use of expositions,**   * by discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of concrete analogies, metaphors, examples and non-examples). |  |  |
| **Model effectively,**   * by discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics or linking to memorable stories). |  |  |
| **Stimulate pupil thinking and check for understanding,** by   * discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). * receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. |  |  |
| **Section 7 “Managing Behaviour”** | | |
| **Develop a positive, predictable and safe environment for pupils,**   * by receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety. |  |  |
| **Establish effective routines and expectations,**   * by discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both I classrooms and around the school. |  |  |
| **Build trusting relationships,**   * by discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations. |  |  |
| **Motivate pupils, by**   * observing how expert colleagues support pupils to master challenging content, which builds towards long term goals, and deconstructing this approach. * discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long term goal and helping them to see how these are related to their success in school. |  |  |

# October Half Term to February Half Term (CCF: Sections 2, 3 & 6)

| ***Learn how to…*** | ***Introduce*** | ***Revisit*** |
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| **Section 2 “How Pupils Learn”** | | |
| **Avoid overloading working memory, by**   * receiving clear, consistent and effective mentoring in how to take account pupils’ prior knowledge when planning how much new information to introduce. * discussing and analysing with expert colleagues how to reduce distractions that take away from what is being taught (e.g. keeping the complexity of the task to a minimum so that attention is focused on the content). |  |  |
| **Build on pupils’ prior knowledge,** by   * discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. * discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming. |  |  |
| **Increase the likelihood of material being retained.** by   * observing how expert colleagues plan regular review and practice of key idea and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. * discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. |  |  |
| **Section 3 “Demonstrate good subject and curriculum knowledge”** | | |
| **Deliver a carefully sequenced and coherent curriculum,** by   * receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. * observing how expert colleagues ensure pupils’ thinking is focused o key ideas within the subject and deconstructing this approach. * discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation. |  |  |
| **Support pupils to build increasingly complex mental models**, by   * discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. * discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge. |  |  |
| **Develop fluency**,   * by observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach. |  |  |
| **Help pupils apply knowledge and skills to other contexts,**   * by observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. |  |  |
| **Develop pupils’ literacy**, by   * observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. * discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly. * receiving clear and consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions and summarising when reading. * receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). * discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing. |  |  |
| **Section 6 “Assessment”** | | |
| **Avoid common assessment pitfalls**, by   * discussing and analysing with expert colleagues how to 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). * discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. |  |  |
| **Check prior knowledge and understanding during lessons,**   * by receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). |  |  |
| **Provide high-quality feedback**, by   * discussing and analysing with expert colleagues 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). * receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. * discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment. |  |  |
| **Make marking manageable and effective,** by   * receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes. * discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback. * discussing and analysing with expert colleagues how to 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. |  |  |

# Feb Half Term to May Half Term (CCF: Sections 5 & 8)

| ***Learn how to…*** | ***Introduce*** | ***Revisit*** |
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| **Section 5 “Adaptive Teaching”** | | |
| **Develop an understanding of different pupils’ needs,**   * by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. |  |  |
| **Provide opportunities for all pupils to experience success,** by   * observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that pupils have the opportunity to meet expectations and deconstructing this approach. * discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts. |  |  |
| **Meet individual needs without creating unnecessary workload,**   * by discussing and analysing with expert colleagues how they 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. |  |  |
| **Group pupils effectively,** by   * discussing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. * discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific. |  |  |
| **Section 8 “Professional Behaviours”** | | |
| **Develop as a professional**, by   * receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. * receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. |  |  |
| **Build effective working relationships**, by   * discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. * observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evening to engage parents and carers in their child’s schooling and deconstructing this approach. * receiving clear, consistent and effective mentoring in how to 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. * discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * receiving 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. |  |  |
| **Manage workload and wellbeing**, by   * observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. * discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). * protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. |  |  |