

LEAD HANDBOOK

IMPLEMENTATION GUIDANCE

This document provides an overview of your role and responsibilities as an ECF lead, along with guidance for how to ensure an effective and smooth implementation of the Early Career Framework for your school.

Before reading this document, it is important that you have first read the Programme Handbook, as this will ensure you understand the core features of the programme and how it works.

Your role as an ECF Lead requires you to have a good understanding of the framework, the entitlement it sets out for teachers and mentors, and the support mentors and teachers will need. Schools are busy, demanding places – careful planning and ongoing attention to implementation will be critical to ensure that the ECF is a success.

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INSTRUCTIONAL COACHING

This programme uses instructional coaching as a tool that your mentors can use to help improve the practice of your NQTs. To ensure the programme runs smoothly, it is important to understand the key aspects of instructional coaching.

In its simplest form, instructional coaching is about providing teachers with frequent, one-to-one feedback, along with the opportunity to 'practise' regularly in a low-stakes environment (i.e. not 'live' in front of pupils). Part of this involves mentors identifying a single bite-sized action, called a 'precise target', for their teacher to focus on each week, then providing support and feedback during one-to-one 'feedback' meetings to help them practice this target before they take it 'live' into their classroom.

Instructional coaching has a robust evidence base underpinning, and has been shown to reliably improve teaching and pupil outcomes (Kraft et al, 2018; Sims, 2019). Effective instructional coaching involves:

- > Setting a precise target that focuses the teacher on a single bite-sized improvement action that they can manageably embed into their teaching.
- > Showing a model example of what the precise target looks like in practice. This helps the teacher see clearly what 'good' looks like.
- > Supporting the teacher to analyse and reflect upon the model, how this differs from their current practice and the impact this will have on their teaching and pupils.
- > Deliberately practising the precise target with the teacher, so they can get it right before using it in the classroom.

This is the instructional coaching process (you can learn more in the Mentor Handbook Guidance):

1. Study: Understand the module

- > Watch the video and read the evidence summary for the module.
- > Select a development area to focus your observation on.
- > Remind yourself of your teacher's previous precise target.

2. Observe: Get ready for coaching

- > Observe your teacher: track their progress with their previous precise target, record praise and draw on the weekly guidance to select/write the new precise target.
- > Plan a model example of what good practice looks like for the precise target.

3. Feedback: Conduct the coaching conversation

- > Review the previous precise target and praise your teacher.
- > Share the precise target and model an example of good practice.
- > Support your teacher to analyse and reflect upon the model example and the impact the precise target will have.
- > Support your teacher to practise the precise target.
- > Record your teacher's target and follow up actions.

MANAGING KEY STAKEHOLDERS

In leading the implementation of the Early Career Framework, there are several key stakeholders that are important to think about. Outlined below are considerations for working with each of these:

PUPILS

The ECF and your role in implementing it is ultimately about the pupils in your school. All decisions about ECF implementation will influence pupil experiences and outcomes in one way or another. As ECF lead, it can be helpful to regularly remind everyone involved that this endeavour is ultimately all about improving teaching and learning in your school, so your pupils get the best possible experience and outcomes.

MENTORS

As part of the Early Career Framework, mentors also get the opportunity to develop and learn. This means getting better both as teachers themselves, as well as in their mentoring. It is important for you as ECF lead to create the time, space and mindset necessary for your mentors to make the most of this opportunity.

Mentors play a critical role in supporting the learning of others. As mentioned above, this programme uses instructional coaching a core tool to help mentors develop NQT practice. In its simplest form, instructional coaching is about providing teachers with frequent, one-to-one feedback, along with the opportunity to practise regularly in a low-stakes (i.e. not in front of pupils) environment.

Understanding and talking regularly about instructional coaching, and stepping in to help as needed, will ensure mentors are getting better at coaching and supporting their teacher in the best possible way.

TEACHERS

Teachers on this programme are by definition new to the profession. They will have learned a lot during their training, but teaching is complex and takes many years to master so they will still have a lot to learn. Your role is to ensure that they are getting the support and challenge they need from their mentor, the wider school community, and at times directly from yourself, to help them to keep getting better.

It is also important that teachers are aware of school-specific policies. These will not be covered directly on this programme so you should introduce these how you would

normally do for any new member of staff in your school. Such policies include, but are not limited to:

- > The safeguarding procedures.
- > Planning responsibilities.
- > The school's behaviour policy.
- > How your school assesses pupils.
- > The marking requirements.

WIDER SCHOOL

As the ECF Lead, you are the link between the programme and the school. An important part of this role is working with the Senior Leadership Team (SLT) to ensure that appropriate timetabling has been put in place.

The ECF is a new entitlement for both NQTs and mentors. While mentoring has probably been a feature in your school before, the entitlement requirements of the ECF mean that schools may need to set things up slightly differently.

The approach to mentoring as part of the ECF might also be a departure from how your school has mentored in the past. Understanding the programme in detail (both how it is run and the content of the ECF) will be important as you will likely need to answer lots of questions during the programme, particularly at the beginning.

YOURSELF

You are also an important stakeholder to consider when thinking about the effective implementation of the ECF. To ensure the programme is a success you may wish to:

- > Carve out time early in the year to get yourself up to speed with the ins and outs of the programme and ECF itself.
- > Block out a recurring slot in your week to for tracking and implementation.
- > Book in meeting time with key SLT members to ensure you have what you need to make the programme run smoothly.

You are a critical link in the chain and it is essential that you put in place the enabling conditions to do your own role well so that you can support others effectively.

IMPLEMENTATION AND TRACKING

The ECF is an entitlement for teachers and mentors. As part of this entitlement, mentors and teachers are provided with time, training and resources. The Programme Handbook provides an overview of this entitlement in detail – what should be taking place and when. One of your main responsibilities is to make sure all this happens and happens effectively and efficiently.

IS IT HAPPENING?

Setting up systems and processes to help you monitor and respond effectively will help make this role easier for you. In particular, tracking the following three core activities is a good start:

1. Are teachers doing their weekly 'study' (watching the video, reading the evidence summary, and doing the quiz/reflection)?
2. Are mentors coaching each week (doing preparatory study, observing teaching, conducting coaching feedback meeting)?
3. Are teachers and mentors attending scheduled training sessions?

Think about how your current working patterns and school infrastructure might help track these aspects of the ECF entitlement in your school. For example, you might already have a time when you meet with your mentors as part of wider school professional development – you could use this opportunity to periodically check in around ECF coaching: exploring how they are getting on and suggestions for being effective and keeping on track.

IF IT IS HAPPENING, IS IT EFFECTIVE?

When you're able to see that teachers and mentors are being given time, training and resources, the next step is to consider the degree to which the self-study, mentor sessions and training are being done well.

ECF leads should ensure that mentors are supporting their NQTs and that both are engaging with and making the most of the materials, processes and time provided. A good rule of thumb for effectiveness might be the degree to which you're seeing the ECF playing a central role in teacher/mentor conversations and practice.

IF IT ISN'T HAPPENING, WHAT CAN I DO?

If self-study or mentor training sessions aren't happening or happening well enough, it is critical to follow up by having a conversation with the relevant individual(s). There are a variety of reasons why a teacher or mentor might appear to not have engaged with study, training and/or mentor sessions. You should work with the mentor and teacher to identify barriers or additional needs and then work with them to find solutions.

One common barrier is likely to be the broad range of demands on staff in school. You can help them stick to the plan by holding them to account in a supportive way.

PROVIDING SUPPORTIVE ACCOUNTABILITY

Effective implementation of the Early Career Framework will require you to hold people to account in a supportive way. The ECF isn't an assessment tool. Rather, your priority is ensuring that teachers and mentors are getting the time, support and resources needed to develop, rather than attempting to evaluate their teaching. Here are some ways you can provide supportive accountability:

OVER-COMMUNICATE

Regular and repeated communication can ensure that any misconceptions about the programme are proactively addressed. An open channel of communication enables you as ECF lead to spot and tackle obstacles as soon as possible.

As discussed previously, where activity doesn't appear to be occurring, first seek to understand and assume the best. Perhaps coaching is occurring but is just not being recorded. Perhaps the teacher doesn't understand that they are supposed to both read the evidence summary and watch the video ahead of their mentor session.

BUILD HABITS

The programme itself is designed to help mentors and teachers engage with content on a frequent, regular basis. You can use this 'habit' structure to support both your teachers and mentors on the programme, as well as to be effective with your own tasks as an ECF lead.

For example, consider creating a weekly or fortnightly routine for tracking implementation. This should include both how and when you communicate with your key stakeholders, as well as how you track whether everyone is playing their part and respond accordingly.

By building habits for these activities and others, you can help you to focus your thinking on the implementation quality rather than trying to remember what you are supposed to be doing and when. Furthermore, you are modelling effective professional practice for others in your school. The best habits are those that occur at the same time, in the same way each time and have a clear 'prompt' which gets the process started.

SEE AND CELEBRATE SUCCESS

Helping mentors and teachers to feel like they are getting better is a great way to help with buy-in. Where teachers or mentors require additional encouragement, consider how you might help them to see improvements more clearly, both initially and over time. For example, telling them that "I've heard you are using instructions much more clearly now and that pupils are clearer about what you want them to do" and possibly even celebrating this with their peers in a meeting or email.

IDENTIFY BRIGHT SPOTS

To create a culture where teachers and mentors thrive, it can be helpful to identify 'bright spots' early on. These are instances where you're seeing best practice that you can 'shine a light on' for others to see. Holding up examples of what good looks like can help teachers and mentors to better understand the expectations of the programme and remain committed despite competing demands on their time ("Have you seen how Peter and Aisha take themselves off to the study centre for their coaching conversations so they can do deliberate practice without any interruptions?")

COMMON CHALLENGES AND SOLUTIONS

Over the two years, you are likely to face a range of challenges. Drawing on the experience of leads across the many schools and contexts in which we work, here are the challenges we have found to be most prevalent, along with solutions recommended by colleagues in schools.

TIMETABLING

Schools can be busy places. Despite this, the Early Career Framework provides an entitlement for teachers and mentors to have access to both development and time.

As ECF lead, you are responsible for ensuring that mentors and teachers have the time to study, attend training and carry out instructional coaching. This might mean working with SLT to ensure that a set time is identified on relevant timetables so everyone can do what is expected of them.

A CHANGE TO MENTORING APPROACHES

It is likely that your school will be experienced in mentoring and NQT induction. However, the Early Career Framework is a relatively new approach which may differ from 'business as usual' in several ways, including:

- > Additional protected time for teachers and mentors to engage in programme activities.
- > The requirement to cover all ECF content.
- > An increased frequency of professional development activities.

Schools will need to think carefully about how they implement the ECF in ways that will be sustainable. Mentors will also need to adjust how they've worked. Mentor training will help clarify expectations of the programme but messages from you repeating this will help the message stick.

DISRUPTION TO COACHING

Above all else, where possible, you should aim to keep coaching happening regularly – this is the beating heart of the programme.

Of course, disruptions will occur. You might find yourself in a situation where your mentors and teachers have missed a week or two. This is normal and to be expected. The programme is designed to be able flex to accommodate things such as school trips, exams, illnesses, or progress reviews. As soon as your mentors and teachers are able to resume coaching, encourage and support them to pick up where they left off.

APPENDIX 1. CORE INDUCTION PROGRAMME DESIGN

This section provides insight into the design of the Core Induction Programme. This will enable you to consider how you might adapt the materials provided for your context.

The Early Career Framework includes a substantial amount of content. This programme has been designed to enable teachers to learn all of this content and embed what they have learned into their classroom practice.

THE SEQUENCE

The programme's strands (Behaviour, Instruction and Subject), largely go from simple to complex. Likewise, the ordering of the strands themselves go from concrete (for example an entry routine) to abstract (for example the types of knowledge pupils need to learn).

The sequence is intended to be worked through in order. It has been designed to allow for roughly a one-hour weekly meeting in the first year (totalling 39 hours). In the second year, mentor meetings should occur roughly once every fortnight (totalling 20 hours). Given the differing needs of the teacher and the range of complexity of the module's content, time spent mentoring might slightly vary from week to week.

COVERAGE OF THE ECF HAPPENS ACROSS MULTIPLE MODULES

The programme refers back to concepts repeatedly. As a result, all of the 'learn that' or 'learn how to' statements are rarely covered in full during any one week. For example, a week might have a focus on 1.3 from the Early Career Framework:

1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

This concept won't be learned in just one week – it will need to be returned to multiple times and from multiple different perspectives to really become embedded. The modules are structured to achieve this.

MODULES ARE THE COMBINATION UP OF MULTIPLE CONTRIBUTING PIECES

Every module has several different pieces, including:

- > An **evidence summary** which provides a concise overview into the research relating to the module.
- > A **quiz** and **reflection** which enables mentors and NQTs to consider the evidence in light of their knowledge and experiences.
- > A **video** which shows what the module looks like in practice.
- > Weekly **instructional coaching** which draws on this material and tailors the weekly focus to the specific context and needs of the teacher.

This means the evidence summary by itself might not include all the 'learn that' and 'learn how to' statements for the module. Only when combined do these pieces cover all the module outcomes.

As a rough rule of thumb, the 'learn that' statements are primarily covered in the evidence summaries and the 'learn how to' statements in the videos and coaching sessions.

BRIDGING THE 'KNOW IT/DO IT' GAP

The programme aims to ensure teachers are able to acquire all the 'learn that' and 'learn how to' statements from the Early Career Framework. To ensure that the 'learn how to' statements are embedded into practice, our weekly modules are organised by practical, coachable classroom development areas.

CLINICS AND CONFERENCES

Some content will be covered directly in clinics and conferences only because it involves increased contextualisation or isn't directly observable in everyday teaching. For example:

- > Teacher workload.
- > Pupil wellbeing.
- > Working with parents & carers.

Additionally, our weekly modules need to be suitable for every teacher in every context, in every week of teaching. This means that in some school contexts, some content isn't as easily seen during an observation. Even where some of these concepts are observable, in some instances it isn't always appropriate to select a precise target for that area. These include concepts such as:

- > SEND.
- > Working with TAs.
- > Early literacy.

Where relevant, mentors will be encouraged to include content from clinics and conferences in their coaching conversations. For example, when talking about working on subject knowledge with an Early Years teacher, it is entirely appropriate to set a precise target to do with early literacy. Likewise, because support for all pupils (including those with special educational needs and disabilities) will run throughout the programme, targets are not just appropriate but expected, depending on the needs of the classroom and the teacher.

Clinics and conferences are an important part of the experience. Consider how you might support your teacher to contextualise their learning for your unique context. Likewise, help your mentor to see how they might include additional content into their coaching.

APPENDIX 2. SEQUENCE WITH ECF STATEMENTS MAPPED

YEAR 1, STRAND 1 (AUTUMN) | BEHAVIOUR

Key: **Core (ex: 8.1)**, Connectors (ex:7.2)

Week	Study and coaching	Training	Reviews and assessments
1	B1 Strand fundamentals and contracting 1.1; 2.1; 7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7; 8.1; 8.2; 8.3; 8.4; 7b; 7h; 7m; 7n; 7o; 8a; 8c; 8h; 8n	Kick-off conference 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.2; 3.3; 3.7; 4.2; 4.3; 4.4; 4.5; 4.6; 4.8; 4g Programme induction 1.1; 1.2; 1.3; 1.6; 4.1; 8.1; 8.2; 8.3; 8.7; 8a; 8c; 8d; 8e.	
2	B2 Routines 1.2; 1.4; 2.1; 7.1; 7.2; 7.5; 7b; 7c; 7h; 7i; 7j; 8m		
3	B3 Instructions 1.1; 1.4; 2.4; 4.2; 7.2; 4j; 7c; 7d; 7e	Clinic 1: Supporting all pupils 5.2; 5.3; 5.7; 8.5; 8.6; 5c; 5d; 5e; 5g; 7b; 7k; 8i; 8j; 8l	
4	B4 Directing attention 1.1; 1.2; 1.3; 1.4; 2.4; 7.1; 7.2; 7.3; 7.4; 7.7; 1e; 7c; 7f; 7g		
5	B5 Low-level disruption 1.1; 1.2; 1.4; 1.5; 5.1; 7.1; 7.2; 7.3; 7.5; 1f; 1g; 2c; 7a; 7f; 7l		Progress review 1 Timing flexible.
6	B6 Consistency 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 3.1; 7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7; 8.3; 1a; 1e; 1g; 5m; 7a; 7e; 7l; 8f		
7	B7 Positive learning environment 1.1; 1.2; 1.3; 1.4; 1.5; 7.1; 7.3; 7.4; 7.6; 7.7; 1c; 1e; 1g; 1h; 7g.		
8	B8 Structured support of learning 1.3; 2.3; 2.4; 4.2; 4.4; 7.4; 7.7; 2b; 2c; 4a; 7c; 7d	Clinic 2: Responding to challenging behaviour 7.2; 7b; 7g; 7k; 8l; 8n	
9	B9 Challenge 1.1; 1.3; 2.1; 2.2; 2.3; 2.4; 2.5; 4.2; 4.4; 7.4; 7.6; 7.7; 1a; 1b; 2c; 4c; 4l; 7m; 7n; 7o		
10	B10 Independent practice 1.1; 1.4; 4.11; 6.5; 7.1; 1f; 6g; 7c; 7d; 7e; 7h; 7j		
11	B11 Pairs and groups 1.4; 1.5; 2.1; 4.5; 4.7; 4.9; 4.10; 5.5; 6.1; 7.1; 7.6; 1e; 1f; 4o; 4p; 5n; 5o; 7c; 7d; 7e; 7h; 7i; 7j		Progress review 2 Timing flexible.
12	B12 Upholding high expectations 1.1; 1.2; 1.3; 6.5; 7.3; 7.6; 7.7; 8.4; 1a; 1b; 1c; 1d; 1f; 1h; 7l; 7m; 7n; 7o		

YEAR 1, STRAND 2 (SPRING) | INSTRUCTION

Key: **Core (ex: 8.1)**, Connectors (ex:7.2)

Week	Study and coaching	Training	Reviews and assessments
1	I1 Strand fundamentals and re-contracting 1.3; 1.6; 2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8; 2.9; 3.3; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 4.1; 4.2; 4.3; 4.4; 4.6; 4.8; 4.11; 5.1; 5.2; 5.3; 6.1; 8.1; 8.2; 3i; 3j; 4b; 8a; 8c, 8n		Progress review 3 Timing flexible.
2	I2 Identifying learning content 1.3; 2.1; 2.2; 2.5; 3.5; 4.2; 6.1; 6.2; 3a; 4l; 6a; 6e		
3	I3 Instruction for memory 2.1; 2.4; 2.5; 2.7; 2.8; 4.2; 4.4; 6.1;6.3; 2b; 2c; 2f; 2h; 2i; 4a; 6a; 6e	Clinic 3: Building effective relationships with parents and carers 1d; 3n; 3o; 3q; 4.11; 5.7; 8.4; 7k; 8h; 8i.	
4	I4 Prior knowledge 2.1; 2.4; 2.5; 2.7; 2.8; 4.2; 4.4; 6.1;6.3; 2b; 2c; 2f; 2h; 2i; 4a; 6a; 6e		
5	I5 Teacher exposition 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.9; 4.2; 4.3; 4.7; 6.1; 2a; 2c; 2e; 2g; 4a; 4f; 4g; 4o; 7d		
6	I6 Adapting teaching 1.3; 2.9; 3.8; 4.2; 4.6; 4.10; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 6.1; 6.2; 6.3; 6.4; 7.4; 8.5; 8.6; 4c; 4m; 4n; 5a; 5e; 5j; 5k; 5l; 5n; 5o; 6e; 6g; 8i; 8j; 8k		Formal assessment 1 Timing flexible.
7	I7 Practice, challenge and success 2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8; 3.3; 4.8; 4.11; 6.4; 6.5; 7.4; 1h; 2h; 2i; 2j; 2k; 3i; 3j; 4e; 4l; 6g; 7m		
8	I8 Explicit teaching 2.3; 3.5; 3.7; 4.2; 4.3; 4.4; 4.7; 2e; 2g; 3l; 4f; 4h; 4j; 4p; 5k		
9	I9 Scaffolding 2.3; 2.9; 4.3; 4.4; 2b; 2h; 2j; 4a; 4c; 4h; 4i; 5k	Clinic 4: Adapting teaching for pupils 4.10; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5b; 5e; 5f; 5g; 5h; 5i; 5j; 5l; 5m; 5n; 5o	
10	I10 Questioning 1.5; 2.3; 4.6; 4.7; 6.2; 6.3; 1f; 3r; 4m; 4n; 5k; 6e; 6f		
11	I11 Classroom talk 1.4; 2.1; 2.8; 3.5; 3.6; 3.7; 4.5; 4.6; 4.7; 4.8; 4.9; 5.5; 6.2; 7.1; 7.4; 1c; 1f; 2a; 2g; 3b; 3k; 4l; 4o; 4p; 6f; 7c; 7d		
12	I12 Feedback 1.3; 1.5; 4.6; 4.9; 6.4; 6.5; 6.6; 7.4; 1b; 2g; 3e; 5k; 6h; 6i; 6j; 6k; 6l; 6n.		Progress review 4 Timing flexible.

YEAR 1, STRAND 3 (SUMMER) | SUBJECT

Key: **Core (ex: 8.1)**, Connectors (ex:7.2)

Week	Study and coaching	Training	Reviews and assessments
1	S1 Strand fundamentals and re-contracting 1.3; 1.6; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 3.2; 3.3 ; 3.4; 3.5; 3.6; 3.7 ; 3.8; 3.9; 3.10; 4.1 ; 4.2; 4.5; 5.1; 5.2; 5.3 ; 5.4; 5.5; 5.6; 5.7; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7 ; 7.6; 7.7, 8.1; 8.2 ; 2b; 2e; 2f ; 2h; 2i; 2j ; 2k; 3a ; 3d; 3e ; 3f; 3g; 3h; 3i; 3j ; 3k; 3l ; 4a; 4b; 4c; 4d; 4e; 5a; 5c; 5d; 5f; 5j 6c; 6p; 8a; 8b; 8c; 8n .		Progress review 5 Timing flexible.
2	S2 Planning backwards from learning goals 1.3; 1.6; 2.1; 3.1; 3.2; 4.2 ; 1b; 3a; 3d; 3g; 3h; 5j; 8b; 8d		
3	S3 Types of knowledge 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.7 ; 4.1; 4.2; 5.2; 2d; 2e; 2f; 3a; 3b; 3c; 3d; 3f; 3g; 3h; 3j ; 4a; 4h.	Clinic 5: Teacher wellbeing and workload 3c; 3d; 3f; 5h; 5i; 5j; 6.7; 6l; 6m; 6n; 6o; 6p; 8.3; 8g; 8m; 8n; 8o; 8p	
4	S4 Gaps and misconceptions 1.3; 2.2; 2.4; 2.5; 2.6 ; 3.2; 3.3; 3.4; 3.5; 3.7 ; 4.2; 5.2 ; 6.1; 6.3; 7.6; 7.7; 2d; 3f; 6d; 6e .		
5	S5 Acquisition before application 2.1; 2.2 ; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 3.3 ; 3.4; 3.5; 3.7; 4.2; 4.3 ; 4.4; 4.8 ; 5.1; 5.2; 6.1 ; 6.2; 6.3; 6.4; 2e; 2f; 3a; 3c; 3g; 4a; 4c; 4d; 4h .		
6	S6 Promoting deep thinking 2.7 ; 3.2; 3.6; 3.7; 3.8; 4.4 ; 4.5; 4.6; 4.7; 4.8; 5.1; 6.1; 1b; 2k; 3b; 3g; 3h; 3k; 3l; 4b; 4h; 4m; 4n; 6f		
7	S7 Developing pupils' literacy 2.9; 3.9; 3.10; 4.3 ; 4.4; 4.5; 4.6; 4.7 ; 4.8; 4.9; 5.3; 7.4; 3n; 3o; 3p; 3q; 3r; 3s; 4a; 4c; 4i; 4o; 4p		Progress review 6 Timing flexible.
8	S8 Sharing academic expectations 1.3; 1.4; 1.6; 2.6; 2.9; 3.1; 3.2; 3.4 ; 3.6; 3.7; 4.2; 4.3 ; 4.4; 4.5 ; 4.6; 5.2; 5.3; 6.1; 6.2; 6.3 ; 1b; 1c; 2d; 3a; 3e; 4a; 4c; 4e; 4i; 4j		
9	S9 Assessing for formative purposes 2.1; 2.6; 2.8; 3.1; 3.4 ; 5.2; 6.1; 6.2; 6.3; 6.4 ; 7.7; 1c; 3a; 3e; 5b; 6a; 6b; 6c; 6d; 6e; 6f; 6g	Clinic 6: Early Literacy 1 - Reading and phonics 1.6; 3.9; 3.10 1d; 3c; 3d; 3f; 3m; 3n; 3o; 3p; 3q; 5h	
10	S10 Examining pupils' responses 2.1; 3.2; 3.4 ; 3.7; 6.1; 6.2 ; 6.3; 6.4; 6.5; 6.6; 6.7; 3e; 5b; 6a; 6b; 6d; 6e; 6f; 6g		
11	S11 Adapting lessons to meet pupil needs 1.3; 1.4; 3.2; 3.4; 3.7; 4.6; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7 ; 6.1; 6.2; 6.3; 6.4 ; 6.5; 6.6; 6.7; 8.5; 8.6; 3e; 4k; 5b; 5e; 5f; 5i; 5j; 5k; 5l; 5o; 6f; 7k; 8g; 8i; 8j; 8k .		
12	S12 Feedback 1.3; 1.6; 2.5; 3.1; 3.2; 4.3; 4.4; 4.5 ; 4.9; 5.3; 5.5; 6.1; 6.4; 6.5; 6.6; 6.7 ; 7.1; 7.4; 1b; 3a; 4a; 4d; 4i; 4k; 4o; 5a; 5l; 6h; 6i; 6j; 6k; 6l; 6m; 6n; 6o; 6q .		

YEAR 2 | HOW IT IS DIFFERENT?

Year 2 has been designed to enable teachers to take increasingly responsibility for their professional development and so provides a less frequent and more flexible curriculum. A few things to note:

- > It is suggested that total teacher study time during the year takes approximately five hours. This can be distributed according to teacher need and should be negotiated and agreed with mentors.
- > Coaching should follow a fortnightly rhythm.

- > It is recommended that both study and coaching follow the strand pattern of year 1: Behaviour in the Autumn term, Instruction in the Spring term, and Subject in the Summer term. This will enable teachers to make the most of clinics as part of programme training.
- > Study for each strand entails either (A) picking up unfinished modules from the strand from year 1, and/or (B) revisiting specific modules from year 1 based on teacher need. Further reading that was not explored during year 1 can also be an effective learning experience and will enable teachers to take greater responsibility for their own professional learning.

YEAR 2 | SEQUENCE FOR THE WHOLE YEAR

Half term	Study and coaching	Training	Reviews and assessments
HT1	Behaviour Continue strand or revisit priority modules, conducting 'further reading' where possible.	Conference 2: Wellbeing and Implementing change 8b; 8c; 8d; 8e; 8o; 8p; 8.7 Clinic 7: Pupil wellbeing 1.6; 1d; 4.10; 5.5; 5c; 5m; 5n; 7.2; 8.6; 8i; 8l; 8f; 8h; 8.4	Progress review 7 Timing flexible.
HT2		Clinic 8: Implementing change: Prepare 8b; 8c; 8d; 8e; 8o; 8p	Progress review 8 Timing flexible
HT3	Instruction Continue strand or revisit priority modules, conducting 'further reading' where possible.	Clinic 9: Support and interventions 5c; 5d; 5.7; 5g; 5h; 8.5; 8.6; 8f; 8i; 8j; 8k	Progress review 9 Timing flexible.
HT4		Clinic 10: Implementing change: Deliver 8b; 8c; 8d; 8e; 8o; 8p	Progress review 10 Timing flexible.
HT5	Subject Continue strand or revisit priority modules, conducting 'further reading' where possible.	Clinic 11: Early literacy 2 1.6; 1d; 3m; 3n; 3o; 3r; 3s; 5h; 3.9; 3.10; 4.7	Progress review 11 Timing flexible.
HT6		Clinic 12: Implementing change: Sustain 8b; 8c; 8d; 8e; 8o; 8p	Progress Review 12 Timing flexible. Formal assessment 3 Timing flexible.