

## Overview of the SEQUENCE

### Year 1

Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping Early Career Teachers (ECTs) to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including lesson planning, expositions, assessment, feedback and managing behaviour. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their Mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.

### Year 2

The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs' practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their Mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other Early Career Teachers.

*Please note: the numbers in brackets in the tables below refer to the estimated number of minutes per session/section of materials.*

## 1 OVERVIEW OF SEQUENCE

YEAR 1, TERM 1

BLOCK	Summary of week	<i>Establishing a positive climate for learning</i>			
Block 1		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	<a href="#">Foundations of a positive climate for learning</a> Understanding the evidence & key factors in establishing a positive climate for learning	1.1 Video introduction to the Block (10) 1.2 Understanding the evidence – Expectations, routines & relationships (60)	1.1 Setting the scene & understanding your role in establishing positive behaviour (60)		
Week 2	<a href="#">Routines</a> Establishing & reinforcing classroom routines	1.3 Learning about... classroom routines (45)	1.2 Establishing & reinforcing routines (60)	1.1 Setting clear expectations (30)	
Week 3	<a href="#">Establishing high behavioural expectations</a> Communicating your behavioural expectations in the classroom		1.3 Establishing consistently high behavioural expectations (60)	1.2 Early & least-intrusive interventions (90)	
Week 4	<a href="#">Maintaining high behavioural expectations</a> Use of praise, rewards & sanctions in the classroom	1.4 Learning about... maintaining consistently high behavioural expectations (30)	1.4 Reinforcing routines & positive behaviour in the classroom (60)	1.3 Least-intrusive interventions & building relationships (60)	
Week 5	<a href="#">A supportive &amp; inclusive learning environment</a> Creating a culture of trust & respect so all pupils feel safe & secure to learn		1.5 Establishing & maintaining a supportive, inclusive environment (60)		
Week 6	<a href="#">Putting it into practice</a> Developing a positive, predictable & safe learning environment	1.5 Developing your teaching – Your role in establishing positive behaviour (90)			
Week 7	<a href="#">Reflection on learning</a> Review & looking forward	1.6 Observations (55) 1.7 Reflecting on learning (10)	1.6 Review & looking forward (60)		Professional Progress Review (30)
		5 hours	6 hours	3 hours	0.5 hours

2 OVERVIEW OF SEQUENCE

BLOCK	Summary of week	How pupils learn			
Block 2		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 8	<b>Understanding how pupils learn</b> Exploring the evidence of how pupils learn & an introduction to cognitive load	2.1 Video introduction to the Block (10) 2.2 Understanding the evidence – how pupils learn (50)	2.1 Setting the scene & reducing the cognitive load (60)		
Week 9	<b>Implications of cognitive load on how pupils learn</b> Understanding the implications of cognitive load for teachers			2.1 Cognitive load & implications for your practice (90)	<i>(Formal Assessment 1)</i> (60)
Week 10	<b>Introducing new content</b> Considerations when planning to introduce new content		2.2 The importance of prior learning (60)	2.2 Prior knowledge, misconceptions & worked examples (90)	
Week 11	<b>Prior knowledge &amp; misconceptions</b> The importance of secure prior knowledge & identifying & preventing misconceptions forming	2.3 Learning about...prior knowledge, misconceptions & worked examples (35)	2.3 Uncovering misconceptions (60)		
Week 12	<b>Teaching complex material</b> Sequencing content & breaking complex material into smaller steps		2.4 Sequencing content from foundational skills to more complex (60) 2.5 Teaching complex ideas – breaking into smaller steps, reducing distractions (60)		
Week 13	<b>Putting it into practice</b> Teaching & learning approaches to avoid cognitive overload	2.4 Developing your teaching – Teaching & learning approaches (75)	2.6 Worked examples (60)		
Week 14	<b>Reflection on learning</b> Review & looking forward	2.5 Observations (60) 2.6 Reflecting on learning (10)	2.7 Review & looking forward (60)		Professional Progress Review (30)
		4 hours	7 hours	3 hours	1.5 hours

### 3 OVERVIEW OF SEQUENCE

YEAR 1, TERM 2

BLOCK	Summary of week	<i>Developing effective classroom practice – teaching &amp; adapting</i>			
Block 3		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	<b>Becoming an effective teacher</b> Exploring the evidence behind effective teaching	3.1 Video introduction to the Block (10) 3.2 Understanding the evidence – Effective teaching (50)	3.1 Setting the scene & becoming an 'effective teacher' (60)		
Week 2	<b>Structuring lessons</b> Supporting pupil progress through well-structured lessons	3.3 Understanding the evidence – Metacognition & teaching (25)	3.2 Planning learning effectively (60)	3.1 Structuring lessons for progress (60)	
Week 3	<b>Effective teaching</b> Expositions, modelling & effective practice		3.3 Expositions (60) 3.4 Model effectively (60)	3.2 Practice makes perfect (60)	
Week 4	<b>Adapting teaching</b> Pupil differences & catering to their needs	3.4 Learning about... Pupil differences & adapting teaching (45)	3.5 Understanding that pupils are different & catering for their needs (60)	3.3 Adapting teaching (60)	
Week 5	<b>Putting it into practice</b> Becoming an effective teacher by using evidence-informed teaching & learning approaches	3.5 Developing your teaching – Models, practice & adaptive teaching (50)	3.6 Getting students to think hard (60)		Professional Progress Review (30)
Week 6	<b>Reflection on learning</b> Review & looking forward	3.6 Observations (50) 3.7 Reflecting on learning (10)	3.7 Review & looking forward (60)		(Formal Assessment 2) (60)
		4 hours	7 hours	3 hours	1.5 hours

4 OVERVIEW OF SEQUENCE

BLOCK	Summary of week	<i>The importance of subject &amp; curriculum knowledge</i>			
Block 4		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 7	<a href="#">Subject &amp; curriculum knowledge</a> How secure subject & curriculum knowledge underpins effective planning & teaching	4.1 Video introduction to the Block (10) 4.2 Understanding the evidence – The importance of secure subject & curriculum knowledge (45)	4.1 Setting the scene & reflecting on your subject & curriculum knowledge (60)		
Week 8	<a href="#">Sequencing a coherent curriculum</a> Identifying critical components of a subject & ensuring that pupils have time to learn & master these		4.2 Delivering a carefully sequenced & coherent curriculum (60) 4.3 Securing foundational concepts before moving on (60)		
Week 9	<a href="#">An introduction to literacy</a> Every teacher a teacher of literacy	4.3 Learning about... literacy (45)		4.1 Developing pupils' literacy (90)	
Week 10	<a href="#">Misconceptions &amp; a deeper look at literacy</a> Identifying potential misconceptions & exposing them in the classroom		4.4 Uncovering pupil misconceptions (60)	4.2 Improving literacy skills through oral language & written tasks (90)	
Week 11	<a href="#">Putting it into practice</a> Developing your subject knowledge & delivering a coherent, well-sequenced curriculum	4.4 Developing your teaching – Securing your subject knowledge, sequencing effectively, explicit teaching (70)	4.5 Building your bank of examples & resources (60)		
Week 12	<a href="#">Reflection on learning</a> Review & looking forward	4.5 Observations (60) 4.6 Reflecting on learning (10)	4.6 Review & looking forward (60)		Professional Progress Review (30)
		4 hours	6 hours	3 hours	0.5 hours

YEAR 1, TERM 3

BLOCK	Summary of week	Assessment, feedback & questioning			
Block 5		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	What is 'good assessment & feedback'? Understanding the evidence of what makes assessment & feedback effective	5.1 Video introduction to the Block (10) 5.2 Understanding the evidence – What is 'good assessment & feedback'? (75)	5.1 Setting the scene & understanding what we mean by good assessment & feedback (60)		
Week 2	Assessment Purpose of assessment & avoiding common assessment pitfalls		5.2 Avoiding common assessment pitfalls (60)	5.1 Effective assessment (90)	
Week 3	Assessing prior knowledge & extending pupils Techniques to find out what pupils know & to move them on when they are ready		5.3 Assessing prior knowledge (60) 5.4 Extending pupils (60)		
Week 4	Questioning & classroom talk Using questioning & facilitating high-quality classroom talk	5.3 Learning about... Questioning & classroom talk (60)	5.5 High-quality classroom talk & questioning (60)	5.2 Using questioning (60)	
Week 5	Verbal feedback Providing effective verbal feedback to move pupils on			5.3 Providing verbal feedback (30)	Professional Progress Review (30)
Week 6	Putting it into practice Effective assessment, feedback & questioning techniques	5.4 Developing your teaching – Assessment & questioning (75)			
Week 7	Reflection on learning Review & looking forward	5.5 Observations (70) 5.6 Reflecting on learning (10)	5.6 Review & looking forward (60)		
		5 hours	6 hours	3 hours	0.5 hours

6 OVERVIEW OF SEQUENCE

BLOCK	Summary of week	<i>A people profession</i>			
Block 6		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 8	<b>Building effective relationships</b> Working with others in the teaching profession	6.1 Video introduction to the Block (10) 6.2 Understanding the evidence – A people profession (45)	6.1 Setting the scene & effective professional relationships (60)	6.1 Building effective relationships with parents, carers & families (60)	
Week 9	<b>Pupils &amp; their families</b> Building positive relationships with your pupils & their parents and/or carers		6.2 Building trusting relationships with parents (60) 6.3 Building trusting relationships with pupils (60)	6.2 Building trusting relationships with pupils (60)	
Week 10	<b>Your colleagues</b> Working with other adults in your school, with a particular focus on your SENCO	6.3 Developing effective professional relationships (15) 6.4 Working with the SENCO (40)	6.4 Effective relationships with specialist colleagues (60)		
Week 11	<b>Teaching Assistants</b> Building relationships & working effectively with teaching assistants	6.5 Working effectively with teaching assistants (60)	6.5 Building effective relationships with teaching assistants (60)		
Week 12	<b>Looking after yourself</b> Managing your workload & looking after your personal wellbeing		6.6 Managing workload & wellbeing (60)		
Week 13	<b>Reflection on learning</b> Review & looking forward	6.6 Observations (60) 6.7 Reflecting on learning (10)	6.7 Review & looking forward (60)		Professional Progress Review (30)
		4 hours	7 hours	2 hours	0.5 hours

YEAR 2, TERM 1

BLOCK	Summary of week	<i>Embedding a positive culture for learning</i>			
Block 7		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	<b>Welcome back &amp; embedding a positive culture for learning</b> A look at the year to come & how you influence the culture for learning in your classroom	7.1 Video introduction to the Block (5)	7.1 Welcome back (30)	7.1 Teacher expectations; challenging tasks; language & culture of challenge & aspiration (90)	
Week 2	<b>Understanding the evidence</b> Setting high expectations & motivating pupils	7.2 Understanding the evidence – Pupil motivation (30)	7.2 Setting the scene & revisiting high expectations (60)		
Week 3	<b>Motivating pupils</b> Developing intrinsic motivation in your pupils & setting them up for success	7.3 Developing your teaching – Supporting pupils to achieve with challenging content (20)	7.3 Motivating pupils (60)	7.2 Motivating pupils (60)	
Week 4	<b>Regulating emotions</b> Understanding why regulating emotions is important in the classroom, & strategies to help pupils learn how to do so			7.3 Helping pupils regulate their own emotions (30)	
Week 5	<b>Challenging content</b> Setting high expectations & motivating pupils to master challenging content		7.4 Supporting pupils to master challenging content (60)		
Week 6	<b>Reflection on learning</b> Review & looking forward	7.4 Reflecting on learning (5)	7.5 Review of the Block (30)		Professional Progress Review (30)
		1 hour	4 hours	3 hours	0.5 hour

BLOCK	Summary of week	How pupils learn – making it stick			
Block 8		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 7	<a href="#">Introduction to making learning stick</a> A recap on how pupils learn & why we need to remember what we have learnt	8.1 Video introduction to the Block (5)			
Week 8	<a href="#">The importance of practice</a> What makes practice effective	8.2 Understanding the evidence – The importance of practice (30)	8.1 Setting the scene & planning regular practice & reviews of material (60)		
Week 9	<a href="#">Increasing the likelihood of material being retained</a> Techniques for boosting memory retention so pupils are more likely to remember what they learn			8.1 Balancing exposition, retrieval, repetition & practice (75)	
Week 10	<a href="#">Putting it into practice</a> Retrieval practice techniques to aid memory	8.3 Developing your teaching – Retrieval practice (20)		8.2 Retrieval practice techniques (75)	
Week 11	<a href="#">Designing tasks &amp; support to help pupils access the information they need</a> How to support pupils' retrieval of important information when attempting challenging work		8.2 Dealing with challenge (60)		
Week 12	<a href="#">Reflection on learning</a> Review & looking forward	8.4 Reflecting on learning (5)	8.3 Learning from colleagues & reviewing this Block (60)		Professional Progress Review (30)
		1 hour	3 hours	2.5 hour	0.5 hours

YEAR 2, TERM 2

BLOCK	Summary of week	<i>Enhancing classroom practice – grouping &amp; tailoring</i>			
Block 9		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	<a href="#">Introduction to enhancing classroom practice</a> Enhancing classroom practice through effective grouping & tailoring	9.1 Video introduction to the Block (5)			
Week 2	<a href="#">Pupil grouping &amp; homework</a> Understanding the evidence & how group work & homework can enhance learning in the classroom	9.2 Understanding the evidence – Pupil grouping & homework (30)	9.1 Setting the scene & reflecting on your own practice (60)		
Week 3	<a href="#">Grouping pupils</a> A deeper look at how to group pupils effectively to maximise learning	9.3 Developing your teaching – Grouping pupils effectively (20)		9.1 Grouping pupils effectively (75)	
Week 4	<a href="#">Facilitating pupil collaboration</a> Stimulating pupil thinking through high-quality collaborative tasks		9.2 Stimulate thinking: collaborative work (60)	9.2 Model collaborative work effectively (75)	
Week 5	<a href="#">Meeting the needs of individuals</a> Approaches to tailor learning to the needs of your students without creating unnecessary workload		9.3 Meet the needs of individuals without creating unnecessary workload (60)		Formal Assessment 3 (60)
Week 6	<a href="#">Reflection on learning</a> Review & looking forward	9.4 Reflecting on learning (5)	9.4 Review this Block (30)		Professional Progress Review (30)
		1 hour	3.5 hours	2.5 hours	1.5 hours

BLOCK	Summary of week	<i>Revisiting the importance of subject &amp; curriculum knowledge</i>			
Block 10		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 7	<a href="#">Curriculum design &amp; subject knowledge</a> Revisiting the importance of subject & curriculum knowledge	10.1 Video Introduction to the Block (5) 10.2 Curriculum design around the big ideas (30)			
Week 8	<a href="#">Complex mental models</a> How to support pupils to build increasingly complex mental models		10.1 Setting the scene & the core concepts & principles of the subject (60)		
Week 9	<a href="#">Establishing secure knowledge</a> Ensuring that pupils have secure subject knowledge before attempting more complex content			10.1 Establishing secure knowledge (60)	
Week 10	<a href="#">Strengthening pupils' subject knowledge</a> Helping pupils to consolidate key ideas & build on previous learning		10.2 Strengthening pupils' subject knowledge (60)	10.2 Linking new ideas to existing knowledge (90)	
Week 11	<a href="#">Putting it into practice</a> Building increasingly complex mental models & supporting pupils to apply their knowledge in new contexts	10.3 Developing your teaching – Strategies & activities to support building increasingly complex mental models (20)	10.3 Supporting pupils to apply their knowledge & skills to other contexts (60)		
Week 12	<a href="#">Reflection on learning</a> Review & looking forward	10.4 Reflecting on learning (5)	10.4 Review this Block (30)		Professional Progress Review (30)
		1 hour	3.5 hours	2.5 hours	0.5 hours

YEAR 2, TERM 3

BLOCK	Summary of week	<i>Deepening assessment, feedback &amp; questioning</i>			
Block 11		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Week 1	<b>Feedback</b> Understanding the elements of feedback which help pupils to monitor & self-regulate their own learning over time	11.1 Video introduction to the Block (5) 11.2 Understanding the evidence – Supporting pupils to monitor & regulate their own learning (20)	11.1 Setting the scene & providing high-quality feedback (60)		
Week 2	<b>Efficient approaches to assessment</b> Increasing the efficiency of your assessment approaches, including self & peer assessment	11.3 Learning about... Efficient approaches to assessment (15)		11.1 Making assessment manageable & effective (75)	
Week 3	<b>Marking – learning from colleagues</b> Using the experience of your colleagues to help identify & refine effective approaches to marking		11.2 Make marking manageable & effective – working with colleagues (60)		
Week 4	<b>High-quality feedback</b> A look at verbal & written feedback & the principles of high-quality feedback	11.4 Developing your teaching – Providing high-quality feedback (15)		11.2 High-quality feedback (75)	
Week 5	<b>Marking – efficiencies</b> Reducing your workload by ensuring that marking is efficient		11.3 Making marking manageable – efficiency (60)		
Week 6	<b>Reflection on learning</b> Review & looking forward	11.5 Reflecting on learning (5)	11.4 Review of the Block (30)		Professional Progress Review (30)
		1 hour	3.5 hours	2.5 hours	0.5 hours

BLOCK	Summary of week	Continuing your professional development			
		Self-directed Study Materials (SDSM)	Mentor Sessions	Training Sessions	Other
Block 12					
Week 7	<b>Contributing to the wider school</b> Taking shared responsibility for your pupils & working as part of a team		12.1 Contributing to the wider school culture & beyond (60)		
Week 8	<b>Reflective practitioner</b> Developing your reflective practice			12.1 Reflective practice (90)	
Week 9	<b>Continuing professional development</b> Knowing what effective professional development looks like			12.2 Effective professional development (30)	
Week 10	<b>Reflecting &amp; celebrating success</b> Looking at the past two years, the progress made & what you have learnt along the way		12.2 Looking back & reflecting on progress (60)		
Week 11	<b>Looking forward</b> Consider the next steps in your teaching career & what you need to achieve your goals		12.3 Next steps (60)		
Week 12	<b>Final Review</b>				Professional Progress Review (30)
			3 hours	2 hours	0.5 hours