

## Module 5 - ECT Training Webinar Session Outlines

### Basic Induction Programme

This document contains the objectives for the ECT training sessions linked to module 5 and a suggested approach for delivering each session.

Duration	Module 5- ECT training session 1 Developing pupils reading and writing	Resources
ECF links:	<p>3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p> <p><i>3o Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i></p> <p><i>3p Modelling reading comprehension by asking questions, making predictions, and summarising when reading.</i></p> <p><i>3r Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</i></p> <p><i>3s Teaching different forms of writing by modelling planning, drafting and editing</i></p>	
Pre work for early career teachers	<p>Complete the following sections of the online curriculum:</p> <ul style="list-style-type: none"> <li>Module 5 – Session 2: Supporting all pupils to access the curriculum – developing reading and writing</li> </ul>	
	<p><b>Objectives:</b></p> <p>By the end of the session early career teachers should be able to:</p> <ul style="list-style-type: none"> <li>Identify ways to develop language comprehension in their subject or phase</li> <li>Identify ways to develop pupils' writing in their subject or phase</li> </ul>	
5 minutes	<p><b>Settling task</b></p> <p>Show teachers the equals symbol '=' and ask them what they think their pupils would say this means. Would they be likely to say the correct answer of 'is the same as' or would they perhaps say it means 'the answer is'.</p> <p>Feedback.</p> <p>Discuss the importance of teaching vocabulary in every subject.</p>	
5 minutes	<p><b>Review of previous learning</b></p> <p>Open the space for teachers to ask any questions they have about the online pre-work</p> <p>Introduce objectives of the session</p>	
10 minutes	<p><b>Developing comprehension</b></p> <p>Ask teachers to recall comprehension strategies covered in the online study materials:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge</li> <li>Prediction</li> <li>Inference</li> <li>Questioning</li> <li>Clarifying</li> <li>Summarising</li> </ul> <p>Recap the different comprehension strategies and explain that the first part of the session will focus on using these in a subject specific text.</p>	

15 minutes	<p><b>Developing comprehension in your subject or phase</b> Choose a text relevant to the teacher's subject/phase and model working through these different strategies.</p> <p>Activity:</p> <p>Give teachers an extract of a text similar to the one you explored as a group. Ask them to work in pairs and practise modelling these techniques as if they were teaching their pupils. It is unlikely there will be time to practise each one so either the facilitator or the teachers could choose one or two they wish to focus on practising.</p> <p>Feedback</p>	Subject-specific text to model comprehension from
5 minutes	<p><b>Developing writing</b> Ask: Does every teacher need to teach writing in their subject or phase? Feedback.</p> <p>Emphasise every teacher should teach writing in their subject or phase, even in subjects such as maths and science where pupils need to know how to write down their reasoning or write a conclusion to a science experiment. This develops pupils' disciplinary literacy.</p>	
10 minutes	<p><b>Developing writing in your subject or phase</b> Ask: What are the different phases of writing identified in the online study materials? (planning, drafting and editing) Explain all phases need to be taught in any subject or phase, although this will look different in different disciplines.</p> <p>Choose an activity suited to the subject or phase of the session where pupils would need to write e.g. in English this could be writing a character description, in maths this could be writing your reasoning, in geography this could be writing a description of erosion, in science this could writing a conclusion, in P.E this could be wiring an explanation of a physiological response to exercise, in art, music and DT this could be an evaluative piece of writing etc.</p> <p>Ask: How would you support pupils to answer these questions? What knowledge or skills do pupils need? How can modelling be used to support writing? (link back to forms of guided practice or shared writing covered in module 3 if appropriate)</p> <p>Feedback</p>	Subject-specific writing activity that pupils might be asked to do
15 minutes	<p><b>Activity</b> In pairs, ask teachers to identify how they would support pupils to answer such questions. What would they need to teach pupils? You might want to ask teachers to script an explanation or a guided practice session or create any sentence stems or structures that might support pupils.</p> <p>Facilitator to circulate and support.</p>	
5 minutes	<p><b>Feedback</b> Teachers share their work from the activity</p>	
5 minutes	<p><b>Next steps – personal reflection</b></p>	

	Teachers to identify their next steps for ensuring they develop pupils' literacy in the classroom.	
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Duration	Module 5- ECT training session 2 Supporting children who require a greater level of support	Resources
1hr 20 min		
ECF links:	<p>5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>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.</p> <p><i>5e Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</i></p> <p><i>5m Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</i></p> <p>8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p> <p>8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</p> <p><i>8b Strengthening pedagogical and subject knowledge by participating in wider networks.</i></p> <p><i>8g Seeking ways to support individual colleagues and working as part of a team.</i></p>	
Pre work for early career teachers	<p>Complete the following sections of the online curriculum:</p> <ul style="list-style-type: none"> <li>Module 5 - Session 5: The SEND Code of Practice</li> <li>Module 5 - Session 6: Teaching pupils who require a greater level of support</li> </ul>	
	<p><b>Objectives:</b></p> <p>By the end of the session early career teachers should be able to:</p> <ul style="list-style-type: none"> <li>recognise the need for high quality universal provision that support all pupils to achieve.</li> <li>have gained ideas and strategies for the 'plan' phase of the graduated approach.</li> </ul>	
5 minutes	<p><b>Settling task:</b></p> <p>Discussion question: What are examples of high-quality teaching?</p> <p>Feedback: Although there isn't one universal definition of high-quality teaching, it is possible to provide examples of it in action. Such as establishing clear routines and behaviour management strategies, using flexible grouping, using questioning to assess prior knowledge and scaffold and extend learning etc.</p>	
5 minutes	<p><b>Review of previous learning</b></p> <p>Open the space for teachers to ask any questions they have about the online pre-work</p> <p>Introduce objectives of the session</p>	
10 minutes	<b>Universal, targeted and specialist provision</b>	

	<p>In the online study materials, the concept of universal, targeted and specialist provision was shared.</p> <p>Ask: What are the features of each?</p> <p>Explain that the teachers should be focusing on developing the quality of the universal provision, as this will be the first level of support for all pupils, including those who may require a greater level of support. Refer to some of the strategies identified in the settling task as examples of high-quality teaching provision.</p>	
15 minutes	<p><b>Graduated approach</b></p> <p>For pupils who require a greater level of support, the graduated approach supports teachers to make adaptations to their practice and learning environment to support that pupil to make progress. The approach is highly responsive to the pupils needs and so it can quickly identify strategies that are working and those that are not.</p> <p>Ask: What happens at each stage of the assess, plan, do, review cycle?</p> <p>As part of the online study materials and mentor interactions, teachers have been building a graduated approach cycle around a pupil.</p> <p>In the 'plan' and 'do' elements of the cycle, where have teachers planned to include universal strategies that would benefit all pupils, and which strategies are more targeted to the pupils needs? Group to share thoughts.</p>	<p>Each teacher needs to refer to their own graduated approach plan</p> <p><a href="#">SEND Code of Practice</a></p>
5 minutes	<p><b>Stakeholders</b></p> <p>Keeping with the same pupil's plan, have teachers identified the key stakeholders around this pupil?</p> <p>How do/could they plan to include the pupil in the approach?</p>	
30 minutes	<p><b>Collaborative problem solving</b></p> <p>Teachers are now going to discuss the 'plan' stage of their graduated approach with their peers even if they are at different stages in this cycle. For example, some may be in the planning stages, whilst others may have started reviewing whether the implemented strategies have had the desired impact.</p> <p>When teachers discuss, they could consider the following questions:</p> <ul style="list-style-type: none"> <li>• What have/had they planned to do to support their pupil?</li> <li>• How did they incorporate the voice of parents or carers and the pupil themselves?</li> <li>• How will/did they maintain high expectations of their pupils?</li> <li>• What is working well and what needs adapting?</li> </ul> <p>Teachers to offer advice and ideas to each other to support with the 'plan' phase of the graduated approach.</p> <p>This task can either be undertaken as a whole group, or teachers could break away into smaller groups of 2 or 3. The facilitator should check in with each group. Alternatively, all group members could feed into one plan and use it as an exemplar.</p>	<p>Each teacher needs to refer to their own graduated approach plan</p>

	Norms: The identity of any pupils <b>must</b> remain anonymous.	
5 minutes	<b>Next steps – personal reflection</b> Teachers to identify their next steps.	