

ECT Audit Module 7: Standards 2 & 3

Emerging: I do not feel very confident in this area. I have substantial gaps in my knowledge and / or practice which definitely need to be addressed.

Developing: I have some knowledge about this, and / or there is evidence in my practice that I do this some of the time or to some extent. I am in a position to build on this with further work in this area.

Secure: I know a lot about this, and / or I do it in my practice consistently and well.

You should discuss this self-assessment with your mentor. As you complete it, bear in mind **what you already know about effective teaching (learn that)**, and **the classroom experience you have had by this point (learn how to)**. You and your mentor should use the outcome of the audit to inform your use of the programme materials, and return to it as you work through the module, using it to chart your progress.

Standard 2

Learn that:

Self-assessment - currently my knowledge is

2.1 Learning involves a lasting change in pupils' capabilities or understanding.	Emerging	Developing	Secure
2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.	Emerging	Developing	Secure
2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	Emerging	Developing	Secure

Standard 2

Learn that:

Self-assessment - currently my knowledge is

2.4	Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	Emerging	Developing	Secure
2.5	Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	Emerging	Developing	Secure
2.6	Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	Emerging	Developing	Secure
2.7	Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.	Emerging	Developing	Secure
2.8	Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.	Emerging	Developing	Secure
2.9	Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	Emerging	Developing	Secure

Standard 2

Learn how to:

Avoid overloading working memory, by: Self-assessment - currently my knowledge is

- | | | | |
|---|----------|------------|--------|
| 2a. Taking into account pupils' prior knowledge when planning how much new information to introduce. | Emerging | Developing | Secure |
| 2b. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). | Emerging | Developing | Secure |
| 2c. Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). | Emerging | Developing | Secure |

Build on pupils' prior knowledge, by: Self-assessment - currently my knowledge is

- | | | | |
|---|----------|------------|--------|
| 2d. Identifying possible misconceptions and planning how to prevent these forming. | Emerging | Developing | Secure |
| 2e. Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). | Emerging | Developing | Secure |
| 2f. Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. | Emerging | Developing | Secure |
| 2g. Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. | Emerging | Developing | Secure |

Standard 2

Learn how to:

Increase likelihood of material being retained, by:

Self-assessment - currently my knowledge is

2h. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.	Emerging	Developing	Secure
2i. Planning regular review and practice of key ideas and concepts over time.	Emerging	Developing	Secure
2j. Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.	Emerging	Developing	Secure
2k. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	Emerging	Developing	Secure

Standard 3

Learn that:

Self-assessment - currently my knowledge is

3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.	Emerging	Developing	Secure
3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.	Emerging	Developing	Secure

Standard 3

Learn that:

Self-assessment - currently my knowledge is

3.3	Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	Emerging	Developing	Secure
3.4	Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.	Emerging	Developing	Secure
3.5	Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	Emerging	Developing	Secure
3.6	In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.	Emerging	Developing	Secure
3.7	In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.	Emerging	Developing	Secure
3.8	Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.	Emerging	Developing	Secure

3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.	Emerging	Developing	Secure
--	----------	------------	--------

3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Emerging	Developing	Secure
---	----------	------------	--------

Standard 3

Learn how to:

Deliver a carefully sequenced and coherent curriculum, by:

Self-assessment - currently my knowledge is

3a. Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.	Emerging	Developing	Secure
---	----------	------------	--------

3b. Ensuring pupils' thinking is focused on key ideas within the subject.	Emerging	Developing	Secure
---	----------	------------	--------

3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.	Emerging	Developing	Secure
--	----------	------------	--------

3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).	Emerging	Developing	Secure
---	----------	------------	--------

3e. Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.	Emerging	Developing	Secure
---	----------	------------	--------

Standard 3

Learn how to:

Support pupils to build increasingly complex mental models, by:

Self-assessment - currently my knowledge is

3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.	Emerging	Developing	Secure
---	----------	------------	--------

3g. Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.	Emerging	Developing	Secure
--	----------	------------	--------

3h. Drawing explicit links between new content and the core concepts and principles in the subject.	Emerging	Developing	Secure
---	----------	------------	--------

Develop fluency, by:

Self-assessment - currently my knowledge is

3i. Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).	Emerging	Developing	Secure
---	----------	------------	--------

3j. Using retrieval and spaced practice to build automatic recall of key knowledge.	Emerging	Developing	Secure
---	----------	------------	--------

Standard 3

Learn how to:

Help pupils apply knowledge and skills to other contexts, by:

Self-assessment - currently my knowledge is

3k. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.	Emerging	Developing	Secure
3l. Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.	Emerging	Developing	Secure

Develop pupils' literacy, by:

Self-assessment - currently my knowledge is

3m. Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.	Emerging	Developing	Secure
3n. Supporting younger pupils to become fluent readers and to write fluently and legibly.	Emerging	Developing	Secure
3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.	Emerging	Developing	Secure
3p. Modelling reading comprehension by asking questions, making predictions, and summarising when reading.	Emerging	Developing	Secure

Standard 3

Learn how to:

Develop pupils' literacy, by:

Self-assessment - currently my knowledge is

3q. Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).	Emerging	Developing	Secure
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).	Emerging	Developing	Secure
3s. Teaching different forms of writing by modelling planning, drafting and editing.	Emerging	Developing	Secure