

## ECT Audit Module 8: Standards 4, 5 & 6

**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 4

#### Learn that:

#### Self-assessment - currently my knowledge is

4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	Emerging	Developing	Secure
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Emerging	Developing	Secure
4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	Emerging	Developing	Secure

## Standard 4

### Learn that:

### Self-assessment - currently my knowledge is

4.4	Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	Emerging	Developing	Secure
4.5	Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	Emerging	Developing	Secure
4.6	Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	Emerging	Developing	Secure
4.7	High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	Emerging	Developing	Secure
4.8	Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	Emerging	Developing	Secure

## Standard 4

### Learn that:

### Self-assessment - currently my knowledge is

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| 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.   | Emerging | Developing | Secure |
| 4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.  | Emerging | Developing | Secure |
| 4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. | Emerging | Developing | Secure |

### Learn how to:

### Plan effective lessons, by:

### Self-assessment - currently my knowledge is

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|--|----------|------------|--------|
| 4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. | Emerging | Developing | Secure |
| 4b. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. | Emerging | Developing | Secure |

## Standard 4

### Learn how to:

#### Plan effective lessons, by:

#### Self-assessment - currently my knowledge is

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|---|----------|------------|--------|
| 4c. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.  | Emerging | Developing | Secure |
| 4d. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.  | Emerging | Developing | Secure |
| 4e. Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). | Emerging | Developing | Secure |

#### Make good use of expositions, by:

#### Self-assessment - currently my knowledge is

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| 4f. Starting expositions at the point of current pupil understanding.  | Emerging | Developing | Secure |
| 4g. Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. | Emerging | Developing | Secure |
| 4h. Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).      | Emerging | Developing | Secure |

## Standard 4

### Learn how to:

#### Model effectively, by:

#### Self-assessment - currently my knowledge is

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| 4i. Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge). | Emerging | Developing | Secure |
| 4j. Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).  | Emerging | Developing | Secure |
| 4k. Exposing potential pitfalls and explaining how to avoid them.   | Emerging | Developing | Secure |

#### Stimulate pupil thinking and check for understanding, by:

#### Self-assessment - currently my knowledge is

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| 4l. Planning activities around what you want pupils to think hard about.  | Emerging | Developing | Secure |
| 4m. Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). | Emerging | Developing | Secure |

## Standard 4

### Learn how to:

#### Stimulate pupil thinking and check for understanding, by:

#### Self-assessment - currently my knowledge is

4n. Providing appropriate wait time between question and response where more developed responses are required.	Emerging	Developing	Secure
4o. Considering 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).	Emerging	Developing	Secure
4p. Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.	Emerging	Developing	Secure

## Standard 5

### Learn that:

#### Self-assessment - currently my knowledge is

5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	Emerging	Developing	Secure
5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	Emerging	Developing	Secure

## Standard 5

### Learn that:

### Self-assessment - currently my knowledge is

5.3	Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	Emerging	Developing	Secure
5.4	Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.	Emerging	Developing	Secure
5.5	Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.	Emerging	Developing	Secure
5.6	There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.	Emerging	Developing	Secure
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.	Emerging	Developing	Secure

## Standard 5

### Learn how to:

#### Develop an understanding of different pupil needs, by:

#### Self-assessment - currently my knowledge is

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|---|----------|------------|--------|
| 5a. Identifying pupils who need new content further broken down.  | Emerging | Developing | Secure |
| 5b. Making use of formative assessment.   | Emerging | Developing | Secure |
| 5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead. | Emerging | Developing | Secure |
| 5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.                                   | Emerging | Developing | Secure |

#### Provide opportunity for all pupils to experience success, by:

#### Self-assessment - currently my knowledge is

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| 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. | Emerging | Developing | Secure |
| 5f. Balancing input of new content so that pupils master important concepts.  | Emerging | Developing | Secure |
| 5g. Making effective use of teaching assistants.  | Emerging | Developing | Secure |



## Standard 5

### Learn how to:

#### Meet individual needs without creating unnecessary workload, by:

#### Self-assessment - currently my knowledge is

5h. Making use of well-designed resources (e.g. textbooks).	Emerging	Developing	Secure
5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.	Emerging	Developing	Secure
5j. Building in additional practice or removing unnecessary expositions.	Emerging	Developing	Secure
5k. Reframing questions to provide greater scaffolding or greater stretch.	Emerging	Developing	Secure
5l. Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.	Emerging	Developing	Secure

#### Group pupils effectively, by:

#### Self-assessment - currently my knowledge is

5m. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.	Emerging	Developing	Secure
5n. Changing groups regularly, avoiding the perception that groups are fixed.	Emerging	Developing	Secure
5o. Ensuring that any groups based on attainment are subject specific.	Emerging	Developing	Secure

## Standard 6

### Learn that:

### Self-assessment - currently my knowledge is

6.1	Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Emerging	Developing	Secure
6.2	Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	Emerging	Developing	Secure
6.3	Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	Emerging	Developing	Secure
6.4	To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.	Emerging	Developing	Secure
6.5	High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.	Emerging	Developing	Secure
6.6	Over time, feedback should support pupils to monitor and regulate their own learning.	Emerging	Developing	Secure
6.7	Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	Emerging	Developing	Secure

## Standard 6

### Learn how to:

#### Avoid common assessment pitfalls, by: Self-assessment - currently my knowledge is

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|---|----------|------------|--------|
| 6a. Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).                      | Emerging | Developing | Secure |
| 6b. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance). | Emerging | Developing | Secure |
| 6c. Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments   | Emerging | Developing | Secure |

#### Check prior knowledge and understanding during lessons, by: Self-assessment - currently my knowledge is

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| 6d. Using assessments to check for prior knowledge and pre-existing misconceptions. | Emerging | Developing | Secure |
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## Standard 6

### Learn how to:

#### Check prior knowledge and understanding during lessons, by:

#### Self-assessment - currently my knowledge is

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|-----|---|----------|------------|--------|
| 6e. | Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). | Emerging | Developing | Secure |
| 6f. | Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  | Emerging | Developing | Secure |
| 6g. | Monitoring pupil work during lessons, including checking for misconceptions.  | Emerging | Developing | Secure |

#### Provide high-quality feedback, by:

#### Self-assessment - currently my knowledge is

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|-----|---|----------|------------|--------|
| 6h. | Focusing on specific actions for pupils and providing time for pupils to respond to feedback.   | Emerging | Developing | Secure |
| 6i. | Appreciating that 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). | Emerging | Developing | Secure |
| 6j. | Scaffolding self-assessment by sharing model work with pupils, highlighting key details.  | Emerging | Developing | Secure |
| 6k. | Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.  | Emerging | Developing | Secure |

## Standard 6

### Learn how to:

<b>Make marking manageable and effective, by:</b>	<b>Self-assessment - currently my knowledge is</b>		
6l. Recording data only when it is useful for improving pupil outcomes.	Emerging	Developing	Secure
6m. Working with colleagues 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).	Emerging	Developing	Secure
6n. Using verbal feedback during lessons in place of written feedback after lessons where possible.	Emerging	Developing	Secure
6o. Understanding that written marking is only one form of feedback.	Emerging	Developing	Secure
6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).	Emerging	Developing	Secure
6q. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.	Emerging	Developing	Secure