

ECT Audit Module 3: Standards 4 & 5

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

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| 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

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| 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

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| 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

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 Special Educational Needs and Disability (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

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