



ECT Target Bank

This can be used to set your weekly targets and measurable actions in Mentor meetings, and when setting targets during termly Progress Reviews. Please adapt and amend the actions suggested here to suit you, your ECT and your subject; they are intended as examples which can be used, but are by no means fixed.

ECTP 1 - High Expectations

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	Contact other teachers of a pupil you are concerned about and collaborate / share strategies to support them	Provide evidence to the SEN department to enable access arrangements for pupils or to ensure suitable support is in place	Communicate with parents to develop a clear understanding of their child's needs	Write a reflection on how you have collaborated to provide regular support to a pupil in your class for their mental health and wellbeing
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	Ensure all pupils are silent when their peers are sharing ideas. Stop contributor and wait for silence.	Do not allow or accept shouting out in your classroom. Always insist on hands up / no hands up - front load these instructions	Insist that pupils line up outside at the start of lesson	Check uniform as pupils enter and leave and politely but firmly ask pupils to address their uniform where necessary
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	Use learning objectives which include particular skills or key vocabulary words relevant to the lesson	Make it explicit to pupils how the objectives for the lesson fit into the 'Big Picture' of learning for the term/unit of work	Give pupils shared purposeful aims for the lesson with scaffolding to support pupils to reach each aim	Be clear with the pupils about how each task/activity links to their learning/the aims. Come back to the learning objectives more than once in the lesson to signal the direction and keep on track
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.	Share classroom expectations with pupils at the start of your next lesson and model them repeatedly and consistently	Wait for silence. Don't talk over low level disruption	Thank pupils for their positive contributions	Check uniform at the door as part of your welcoming routine
5. A culture of mutual trust and respect supports effective relationships.	Circulate - move around the room and engage with pupils individually, using praise to remind them of your expectations	Ask pupils about their hobbies etc. and follow up in a later lesson	Use precise praise in all lessons so pupils understand what they have done well.	Actively seek out a break time duty so that you can engage in informal conversations with pupils
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	Annotate a formal lesson plan to explain how your tasks have addressed pupils' barriers to learning	Redesign your seating plan to reflect your understanding of pupil needs and barriers to learning	Set a homework that has an element of choice in the format of the activity that enables them to all achieve the same objective, e.g. written task / create a video / sound file / create a graphic organiser	Mark your seating plan with a code e.g. PP, so you know who your Pupil Premium students are

ECTP 2 - How Pupils Learn

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Learning involves a lasting change in pupils' capabilities or understanding.	Plan questions that link to previous pupil learning	During questioning, push pupils to elaborate on / justify the answers they have given to promote deeper thought. Follow up with words such as 'Explain', 'Why?', 'Justify'	Use a 'Spot the Difference' task providing two model answers, one strong and one weak, and challenge pupils to find the misconceptions and areas for development	Before a lesson, plan questions that will identify misconceptions and identify in advance HOW to address these
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.	Use a retrieval practice challenge grid in one of your starters this week	Begin a lesson with a 'Big Picture' slide where you introduce the new topic / content and show how this links to prior / future learning	Plan a lesson in which pupils recall knowledge learnt in a prior topic (e.g. structure of a 12 mark Question) and apply to new content	Plan a lesson in which pupils recall exam skills from a previous topic (e.g. structure of a 12 mark Q) and apply this prior knowledge to new content
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	Write a reflection about the difference between short and long term memory and how to best support the formation of new long-term memories with your pupils	Be ready to have a brief professional conversation in our next Mentor meeting in which you evidence your understanding of how to support long-term memory formation in your pupils	Read an additional piece of literature on long-term memory to support your understanding and write a reflection on Mosaic of your key takeaways	Observe a colleague and write a reflection on the strategies they use to support pupil long-term memory formation
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.				
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.				
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	When teaching a new area of content for the first time, discuss with your Mentor how to 'chunk' the idea/concept/skill and in what order they think it is best to sequence its delivery	Use images (dual coding) to support complex and conceptual ideas or common processes	Reduce the content on ppt slides and remove distracting images / animations / transitions	Reveal processes stage by stage on ppts and worksheets to limit large sections of text / information
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.	Plan a lesson which uses an 'I do, we do, you do' approach to scaffold pupil learning with the aim of achieving a high success rate in pupil practice	Plan pupil practice that is explicitly linked to the learning objectives for the lesson. Make links explicit to the pupils by copying your objectives slide to future points in your ppt	Ensure your next lesson plan has 2-3 cycles of teacher input followed by pupil practice (as per the 'Elements of a Lesson' structure)	When planning pupil practice in lessons, use the vocabulary and structures that pupils will encounter in their exams / assessments to help pupils embed this into their long-term memory
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.	Use 'Forgetting Fortnight' activities over the term to allow pupils to forget content and challenge them to recall it	Each week, use 'Throwback Thursdays' to challenge pupils to recall and retrieve content from the year	Plan homework tasks that support pupils in revising prior knowledge	Create a medium term plan for the half term ahead that builds on previous lessons and revisits topics, content or skills to maximise the spacing effect
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	Live model a worked example using a scaffolded structure and talk through your thought processes. Plan this carefully in advance, scripting if necessary	During a practical demonstration, explain verbally the steps you are taking and why you are performing each one	Create an exemplar of the 'Exam Wrappers' to model to pupils how to plan and reflect upon revision for their next assessment	Use a visualiser to live mark a piece of work to address misconceptions and highlight strengths and demonstrate the importance of monitoring work as you go (WAGOLL)

ECTP 3 - Subject and Curriculum (Knowledge)

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
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.	Discuss with your Mentor the difference between content knowledge, pedagogic knowledge and pedagogical content knowledge and how they interact	Discuss with your Head of Department how the subject curriculum was designed	Find a piece of literature that explains what pedagogical content knowledge is and discuss with your Mentor	Chat to an expert colleague about the key skills needed to succeed in your subject and what order they need to be taught in
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.	Use your final Subject Knowledge Audit from ITT to identify a specific area to develop and talk to your subject tutor about how you can increase your understanding	Create a folder (digital / paper) with key information on the topics you are teaching next week	With the class teacher/Mentor, identify possible pupil questions likely to arise in your lesson and how to respond to these	Use textbooks and online resources to deepen your understanding of a particular topic
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	Engage with the National Curriculum for the prior key stage to the one you are teaching and identify the foundational concepts they will have learnt	Discuss with your Mentor what the foundational concepts are in your subject	Discuss with your Mentor/Subject Tutor the importance of mastering foundational concepts before introducing more complex material	
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.	Pre-empt a misconception and deliver a modelled example to address this	Design or find a hinge question to identify whether misconceptions exist in the learners and plan how to address this	Use whole class feedback sheet to identify common misconceptions from an assessment and plan an activity to address these	Observe how a teacher tackled misconceptions that arise and write a colleague observation form
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	Engage with your Subject Association to develop your understanding of recent developments in your subject	Read a subject journal/review to learn about recent developments in your subject	Read recent examiners' reports to help you incorporate the advice in your assessment feedback lessons	Follow key influencers in your subject/phase/key stage on edu-twitter
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.	Make a list of all subjects in the curriculum and how they link to your subject and each other	Speak to your subject lead about what 'Mastery' of an area of content or skills within your subject looks like		
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.	Talk to the Deputy Head in charge of the school curriculum and write a conversation record	Talk to the Head of Department about how the subject curriculum links to the school's vision	Read the school and department curricula and write a reflection	Discuss with your Head of Department how the subject curriculum was designed
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.	Use application questions from past papers which test content knowledge in a new or unfamiliar context	Chat to teachers in other departments about how their subject links with yours in terms of skills and content	Plan a starter task which explicitly refers to a career or which has cross-curricular links to your subject	
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.	Write a reflection on the ECTP training you have received on systematic synthetic phonics	Identify strategies you could use that could support a pupil with a lower reading age who is struggling	Read a piece of literature which helps develop your understanding of the importance of phonics	Use teacher 'read aloud' to model reading fluency
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Include explicit reference to new subject terminology that is required in this topic	Use the Frayer method when introducing new vocabulary this week	Include a focus on the specific use of command words in your subject and their meaning in your revision lesson this week	Encourage pupil to give answers in full sentences when using questioning in your lessons

ECTP 4 - Classroom Practice

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	Time bond all tasks and make explicit to pupils. Use your judgement to decide if pupils have had adequate time for a task or if this needs adapting in the moment and re-time bonding	Use mini plenaries to review progress in a usable way and alter the path of lesson accordingly to promote maximum progress	Create a shared success criteria/scaffold as a class which is used in the same lesson to promote progress	Use a starter activity to review last lesson's learning and connect this explicitly to this lesson's content showing pupils how they are progressing
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Plan a 'Do now' task which covers content from previous lessons, but also considers previous topics which link to the learning in this lesson	Use images (dual coding) to support complex and conceptual ideas or common processes	Reduce the content on ppt slides and remove distracting images / animations / transitions	Reveal processes stage by stage on ppts and worksheets to limit large sections of text / information
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	Break down an activity this week with step-by-step instructions, clearly displayed on slides to enable pupils to complete it independently	Use a live-modelling task in one lesson this week focused on the process of responding to an exam/reasoning question	Plan a reflection task in one lesson this week where you explicitly instruct pupils on HOW to reflect effectively on their work using a model, scaffolding, peer assessment and redrafting	Provide further instruction to "reveal" (develop) understanding at crucial points of the lesson (element of mystery)
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	Create a bank of sentence starters to support extended writing	Plan an activity where you create shared success criteria as a class and apply it to the next activity	For every task, ensure you have scaffolding to support pupils who struggle	Plan concrete examples (x2) for abstract concepts to help pupils understand
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	Discuss with your Mentor how you could support pupils to plan, monitor and evaluate their learning	Be ready to have a brief professional conversation in your next Mentor meeting in which you evidence your understanding of metacognition and how you could promote this with your pupils	Choose an additional piece of literature to read on metacognition to support your understanding and discuss this with your Mentor	Observe how a colleague models metacognitive talk to their pupils (verbalising their thought-processes as they model a task) and write a reflection of the impact this had on pupil progress
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.	Use a 'no hands up' rule - challenge pupils to contribute	Give a clear "wait time" to give pupils time to reflect before answering, or 'think, pair, share' to encourage confident participation	In one of your lessons this week, build group discussion into your lessons	In your next few lessons, write on your lesson plan/PowerPoint, how long your teacher input will be and how long your pupil participation/independent work will be. Adjust timings where the ratio is too much teacher talk
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	Use 'Explain'... and 'Why?' to push pupils to further their ideas in class discussions	Use 'Think, Pair, Share' to promote more confidence in class discussions	Plan a group discussion task in one lesson this week where pupils work through pre-planned discussion questions to scaffold effective discussions	Provide pupils with a list of key terms/vocab you want them to include in a pair/group discussion this week
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	Ask your subject lead about access to exam board banks of past questions which are searchable by topic e.g. AQA Exam Pro	plan exam exam question practice in to every lesson for Y6, KS3/4/5	plan for 10 minutes of each lesson to involve silent, independent periods of time for deliberate practice of skills	discuss when is the appropriate time in a lesson to introduce support/hint sheets to get the balance right between access/support and challenge/struggle
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	Group your pupils based on their performance on a formative assesment	Plan your groupings in advance, taking into consideration a variety of factors e.g. EAL, Pupil Premium, SEND	Plan the transition from independent to group work to minimise disruptive behaviour	Plan a task that includes transitions from independent to pair work and back again, as appropriate in order to boost motivation and engagement in the learning
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	Review your seating plan this week to ensure pupils are sat in mixed ability teams for differentiation	Plan a tightly structured group task where pupils are allocated clear roles and tasks to promote challenge	Plan an independent task which is scaffolded to ensure ALL pupils can access the same objective and end goal independently	Use differentiated pairs/groups for discussion before all written tasks this week to support and promote confidence in ALL pupils
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.	Set a homework task which revises lesson content and assess in next lesson via a starter quiz	Set a summative homework task which assesses pupils understanding of lesson content. Take this in and mark it	Use whole-class feedback based on a marked homework to plan a subsequent lesson which gives pupils the opportunity to reflect and improve on their assessed work	Set up a lunch time homework club where you will be available to support pupils in your class with their homework/anything they did not understand in the lesson

ECTP 5 - Adaptive Teaching

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	Plan a lesson which you know will be especially challenging for your class. Consider in your planning, and demonstrate in your practice, how you can alter the course of the lesson if pupils prove more / less able to meet the challenge than you had anticipated	In a lesson plan, build in a 'Stuck' box to your slides in which you reframe your instructions for each task with a particular focus on the needs of your SEND pupils	Work with your LSA / TA / SENCO to create a 'Strategies Bank' for each of your SEND pupils with a range of ideas that you and support staff can draw upon in a lesson if they are struggling / disengaged. Reflect with your LSA / TA / pupils on the ones which they find most useful and build into future planning	Plan an AfL task which has a clear outcome . Use this feedback to plan 2 or 3 different subsequent tasks which will lead pupils towards meeting the same learning objective, but in different ways. Assign a particular task to each pupil, depending on the outcome of your AfL task
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	Annotate a formal lesson plan to explain how your tasks have addressed pupils' barriers to learning	Redesign your seating plan to reflect your understanding of pupil needs and barriers to learning	Set a homework that has an element of choice in the format of the activity that enables them to all achieve the same objective, e.g. written task / create a video / sound file / create a graphic organiser	Adapt your ppt so that it is accessible for pupil A (cream background, use of font effects, gradual reveal and supporting imagery). Photocopy all resources for pupil B on green paper
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	Observe a colleague with a class you teach and write a reflection focused on how they adapt their teaching 'in the moment' and 'off-plan'	Discuss with your Mentor common strategies that teachers use to respond to unanticipated pupil struggle and write a reflection	Choose a piece of literature on adaptive teaching and identify it's importance when adapting teaching for immediate pupil needs and what the consequences of not doing so might be	Observe how another teacher adapts their original explanation to ensure all pupils understand
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.	Look at a SoW which has differentiated worksheets (e.g. easy/hard questions). Discuss with an expert colleague how you could get all pupils to attempt the hard questions - what scaffolding or support would they need to achieve success?	Ask an expert colleague to share with you graded questions, which all pupils attempt (i.e. the questions increase in demand from grade 1-9)	Ask you Mentor to focus on 'struggle' in one/part of your lessons. Was the challenge right? Did students give up because the work was too easy or too difficult?	Use a top grade model to set high expectations for all pupils and use detailed scaffolding to demonstrate HOW success is achieved and enable ALL pupils to access the challenge
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.	Review your seating plan this week to ensure pupils are sat in mixed ability teams for differentiation	Plan a tightly structured group task where pupils are allocated clear roles and tasks to promote challenge	Plan an independent task which is scaffolded to ensure ALL pupils can access the same objective and end goal independently	Use differentiated pairs/groups for discussion before all written tasks this week to support and promote confidence in ALL pupils
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.	Ask your Mentor about VAK learning styles and why they have moved away from using them in their lessons	Review a recent lesson plan and consider if your teaching methodologies incorporated <i>all</i> of the different learning styles	Discuss with an expert colleague if <i>all</i> pupils are inherently kinesthetic learners? Does this change with age and/or experience/expertise in a subject?	
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.	Discuss the EHCP document for a pupil you teach with your SENCO to understand how to interpret it and apply it to your lesson planning	Apply one strategy suggested by your LSA / TA / SENCO for each SEND pupil you teach this week and discuss which strategies were successful with your Mentor	Phone home for an SEND pupil you teach who is struggling this week and collaborate with parents on how to support/ move forward	Speak to HOY about a SEND pupil you teach who is struggling this week and what resources you could utilise to support them

ECTP 6 - Assessment

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Try out 3 different AfL strategy to assess pupil learning this week and reflect on Mosaic on the merits of each	Use no-hands-up strategy and PPPB (pose, pause, pounce, bounce) questioning to target every pupil in the class with a question across one lesson. Challenge pupils to answer questions through further questioning to support them arriving at the correct outcome	Plan two lesson pathways to follow an AfL activity to allow you to be agile in your teaching depending on the results of the AfL activity	Use a written plenary task which you collect in, to inform the starter for the next lesson
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	Mark a piece of work with your Mentor and plan an activity in the next lesson which addresses common targets	Observe your Mentor/class teacher's use of AfL with a focus on watching what they do with the live data/feedback in the classroom and see how this changes the direction of the lesson. After observing, write a reflection on what you have learnt and will trial yourself	Use the outcome of a plenary to address misconceptions / include further challenge in subsequent lesson	Plan a 'Stay with me or go alone' task after an AfL activity this week
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.	Look at an assessment task you have planned to use this week and ask yourself 'how will it shape the learning' of future lesson?	Discuss with your mentor if an AfL task would best be peer/self assessed or marked by you	plan a 'hinge' question/task for each of your lessons, which help you decide if pupils have mastered the concept/knowledge/skill	
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.	Read the GCSE /SATs examiner's report to understand common misconceptions from previous exam cycle, or speak to an experienced teacher about typical exam errors in order to know typical errors and to be able to plan accordingly	Plan activities in a lesson to address the common misconceptions from the examiner's report	Mark a piece of work summatively and plan a DIRT lesson which uses modelling, success criteria and scaffolding to make explicit to pupils what the common targets are and HOW they can improve them	Plan a sequence of lessons in which multiple common targets from a summative assessment are worked on at a process-level
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.	Mark a piece of work with your Mentor and decide on common process-level targets that pupils can work on to improve	Create a top grade/level model answer to support pupils in responding to feedback effectively	Use scaffolding to support pupil progress and give process-level feedback	Try live modelling in a lesson to show HOW pupils can meet the target you have set including telling them exactly what gives them a mark/s at each point
6. Over time, feedback should support pupils to monitor and regulate their own learning.	Create together / share a clear success criteria for all extended tasks linked closely to the curriculum / mark scheme	Plan a DIRT lesson this week giving pupils time to improve on a marked piece of work	Use two model answers as a form of feedback - ask pupils to compare a strong and weak model to their work / their peer's work to the model and reflect on how to improve.	Use a visualiser to share and praise pupils' work, giving specific verbal feedback on WHY it is successful
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	If a task or activity takes you longer than 10 minutes to prepare, evaluate the effectiveness of this on pupil progress and reflect on whether this was time well spent	Create templates for types of activity / starter etc. to save time when creating ppts	When creating models / scaffolds, make them generic so they can be used again or adapted for consistency / time saving	Utilise shared planning and resources for all informal lessons

ECTP 7 - Managing Behaviour

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	Ensure you have a starter on the board when pupils arrive	Greet pupils by name at the door and check their uniform	Consistently use a 'no hands up' questioning strategy	Think about 'your spot' that you always stand on to start lessons. Ask your mentor to observe your NVC and your front loaded instructions/explanations - do they match?
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	Email SENCO to discuss [pupil] and implement suggested strategies in their lesson this week	Be decisive in setting detentions - have a clear '3 warnings (on board) and it's a detention' approach	Give pupils the opportunity to improve poor behaviour by removing names from board if they improve	Intentionally select a behaviour management approach that you feel best suits the class. Justify this with your Mentor
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	consistently use a 5-1 countdown when bringing the class back together	Wait for silence. Don't speak until you get it and don't raise your voice over the noise	If pupils are not meeting your expectations, stop the class and remind them of what your expectations are	Narrate the positive behaviors you want to see, rather than pointing out the negative behaviour
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	Explicitly recognise and reward effort on a challenging task, rather than accuracy, to encourage pupils to have a go and learn from mistakes	Model mistake-making and fallibility (a misspelling, checking something on Google, not knowing the answer) and correct later	Use live modelling to respond to challenging tasks as a class	Connection before correction - engage with pupil and recognise effort on task before correcting
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Ensure you are familiar with the personal data for all pupils and record it on your seating plan (use a code so this is secure to protect pupil information)	Get to know pupils by asking them how they are, what they did at the weekend, and following up on it	Listen to pupils' points of view and engage with them	If pupils do not meet expectations, talk to them individually at the end of the lesson in a positive and supportive way to find out <i>why</i> this has happened
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	Consistently utilise your school's behaviour policy with all classes in all lessons	Consistently use notes in planners to sanction and communicate with parents	Award house points or school equivalent as a reward consistently and fairly	Phone 3 parents this week to acknowledge their child's achievement/ communicate concerns
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	Award merits or school equivalent to pupils to recognise their success	Phone 3 parents this week to acknowledge their child's achievement	When praising pupils, be explicit about <i>what</i> they have done that has impressed you	Give pupils opportunities in all lessons to share their achievements and be applauded by their peers

ECTP 8 - Professional Behaviours

Suggested Target	Measurable Action	Measurable Action	Measurable Action	Measurable Action
1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.	Attend your school's CPD and INSET training	Co-plan some of your lessons with other experts in your department/year team	Ask your mentor to observe you in the class you are finding most challenging	
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.	Engage with the literature referenced in the CCF document	Pencil in a learning walk of your department and other expert colleagues during one of your PPA periods	Join or start an educational literature club in your school where teachers discuss their ideas	write a WWW and an EBI for each lesson after you have taught it
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	Set up an extra-curricular club in an area you are interested in	Run an inter-house competition for your year group	Plan a school trip in collaboration with an expert colleague	Volunteer to support pupils/colleagues in a school production
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	Contact other teachers of a pupil you are concerned about and collaborate / share strategies to support them	Provide evidence to the SEN department to enable access arrangements for pupils or to ensure suitable support is in place	Communicate with parents to develop a clear understanding of their child's needs	Write a reflection on how you have collaborated to provide regular support to a pupil in your class for their mental health and wellbeing
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.	Plan to speak to every TA in the first 30seconds of your lesson	Plan for your TA to work with more able pupils/groups whilst you spend time with the lower ability pupils	During pupil tasks, ask TAs to allow students to 'struggle' for a short time so that you can see what they are capable of independently	have a conversation with a TA about how you would like them to support you with behaviour for learning
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.	Email the SENCO or key worker of a particular pupil to identify strategies you can use to support them with their mental health	Work within your year team to create a form activity with a focus on mental health and wellbeing	Revisit the training session you received on pupil mental health and, with your Mentor, select an appropriate strategy to apply for a particular pupil / class	Contact another relevant colleague (school counsellor, Head of Year, tutor) to identify strategies you could use to support a particular pupil you are concerned about
7. Engaging in high-quality professional development can help teachers improve.	Join a Professional Association for your subject and discuss with your subject tutor	Join NASBTT early career teacher hub	Sign up to the Chartered College of Teaching and familiarise yourself with the resources available	Explore free CPD on offer from Xavier TS Hub or your trust of schools