

## Early Career Framework

### **Module five - How can you support all pupils to succeed?**

Module five is available for you and your ECT to access on [Brightspace](#). 'How can you support all pupils to succeed?' covers an array of statements outlined in the Early Career Framework, but predominately statements from standards 3 and 5.

This module will support your ECT to reflect on how they are currently supporting all pupils to be successful, and it will provide them with tangible strategies that they can implement into their practice to further build upon or refine what they are already doing.

#### **Subject matter expert**

The content of this module has been designed in conjunction with our subject matter experts at the Driver Youth Trust. The Driver Youth Trust are an organisation that seeks to improve the education system to achieve better outcomes for young people with persistent literacy difficulties.

#### **Seminars**

The focus for the two ECT training sessions for this module are:

##### **Seminar 1: Developing pupils' reading and writing**

Did you know that by the age of 15, 25% of pupils have a reading age of 12 years or under? Literacy acts as one of the key barriers to preventing pupils for accessing the curriculum and achieving success at school. But teachers have the ability to address this problem by effectively supporting pupils reading and writing development. In this training seminar, your ECT will consider how they can support their pupils to develop their disciplinary literacy by explicitly teaching strategic reading strategies and breaking complex writing tasks down into manageable steps.

##### **Seminar 2: Adaptive teaching and the graduated approach**

This seminar looks at adaptive teaching and how ECTs can apply their understanding of scaffolding and instructional strategies to support all pupils in the classroom. The seminar will also give ECTs the opportunity to share practice around using the graduated approach, with clear links to the self-directed study, and how to involve key stakeholders in the assess, plan, do review process. There are clear connections made to learning ECTs

will do in the self-directed study; this is intentional and designed to reinforce and apply new knowledge.

Prior to each seminar, ECTs have been asked to ensure they have prepared by completing activities on the seminar preparation pages. You will find this on the relevant pages in Brightspace:

[Seminar 1 'Developing pupils' reading and writing'](#)

[Seminar 2 'Adaptive teaching and the graduated approach'](#)

## Self-directed study

The self-directed study material explores two main ways that ECTs can support all pupils to succeed across the curriculum: through developing pupils' disciplinary literacy and through adaptive teaching. The self-directed study has been broken down into an introduction and five weekly sessions:

**The Introduction** outlines why it is so important to ensure teachers strive to support *all* pupils to succeed.

**Developing high-quality oral language** focuses on how ECTs can develop pupils' receptive and expressive language. Some of this session has been broken down into phases: 'Early Years' and 'Primary and Secondary' to help reflect the nuanced approaches within different age ranges.

**Developing reading and writing** focuses on how pupils learn to read, emphasising the importance of both word recognition and language comprehension. This session then explores language comprehension in more detail by looking at how ECTs can support their pupils to become strategic readers. At the end of this session there is a small section about developing pupils' writing ability, which is explored in more detail in ECT training session 1.

**Further developing pupils' prior knowledge** reminds ECTs that the first step to supporting all pupils is through high quality teaching (also known as quality first teaching). The session then introduces ECTs to adaptive teaching to support pupils who may need additional guidance, with a specific focus on pre-teaching.

**Providing additional scaffolds** focuses on four other ways that ECTs can further support pupils. The four approaches covered in this session are: using questioning, using adult support, using flexible grouping and providing additional practice.

**Teaching pupils who require a greater level of support** focuses on key areas of the SEND Code of Practice, with a particular focus on the graduated approach. It explores how ECTs can personalise support to ensure the unique needs of the pupil can be met. This session consists of case studies from teachers who have used the graduated approach to support pupils in the four areas of need across Early Years, Primary and Secondary settings, which ECTs can draw upon to decide how they will support identified pupils in their own classroom.

## Stretch content

The stretch session for this module focuses on developing structured talk and writing. It has been broken down into phase specific sessions so ECTs can choose to explore a phase most appropriate for their practice. The papers that the stretch content is based on are:

[Metacognition and self-regulated learning: guidance report](#)

[Preparing for literacy: guidance report](#)

[Improving literacy in key stage one: guidance report](#)

[Improving Literacy in key stage two: guidance report](#)

[Improving literacy in secondary schools: guidance report](#)

## Mentor training

### Mentor self-directed study

In this self-directed study session mentors will consider how research can support mentors and their ECTs by considering how to select high-quality research. Mentors will read a research article on [Judgementoring and how to avert it](#) (Hobson, 2016) and will respond to focused questions. This will begin mentor's thinking around how they support and challenge their ECTs, and **it is suggested that this is completed before the mentor seminar.**

### Mentor seminar

In this training seminar, mentors will explore how challenge and support can enable and hinder your ECTs to grow, depending on the balance struck. Mentors will consider how to



manage difficult conversation and the ladder of inference to equip them with managing to avert judgementoring. Mentors will focus on a scenario in the seminar and apply best practice to ensure that they can enable their ECT to grow and develop.