CCF (2019) to ITTECF (2024) Content Change Document

Purpose

The [Initial Teacher Training and Early Career Framework](#) (ITTECF) combines and updates the previous [ITT Core Content Framework](#) (CCF) and the [Early Career Framework](#) (ECF). This document captures the changes that have been made to the CCF in the development of the ITTECF published on 30th January 2024, in recognition that many providers will need to update their materials to incorporate framework changes. This document is to assist that update.

Removal of "Lead-in" statements

In the 2019 CCF each 'Learn how to…' statement was grouped according to the expected level of support trainees should receive from experts and in-person practice (also known as "lead-in" statements). In applying the ITTECF, ITT providers should determine the appropriate level of support required in the application of 'Learn how to' statements. As a minimum, it is expected that all trainees will be supported to develop their knowledge and practice through an appropriate selection of approaches as detailed in the previous CCF that must include:

- Observation of practice, discussing and analysing with expert colleagues, to deconstruct what makes a particular approach successful or unsuccessful.
- Receiving clear, consistent and effective mentoring, through structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving practice.
- Opportunities to practise using approaches defined in the 'Learn how to…' column of the framework. Providers should ensure that trainees have multiple opportunities to rehearse and refine particular approaches throughout their training. This could include beginning outside the classroom before using approaches in classrooms.
- Receiving feedback on applying a particular approach or approaches. Working with expert colleagues to identify areas for and ways of improving practice, seeking challenge and critique from expert colleagues with trainees taking the lead in their own development.

Guide

- The 2019 CCF was not numbered/lettered by statement in the "Learn how to…" column, although many providers in practice adopted such tagging for statements. In presenting the changes from the 2019 CCF, this document uses a lettering system for CCF statements.
- The 'Changes from 2019 CCF' column articulates whether each statement is/has:
- A new statement
- Additional wording
- Amended wording
- No change.
- Any new language in the 2024 framework is marked with underlined text in the middle column.

S1 High Expectations (Standard 1 – 'Set high expectations')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils <u>from their starting points</u> is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds. 7. <u>High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.</u> 8. <u>Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.</u>	1. No change 2. No change 3. Additional wording 4. No change 5. No change 6. No change 7. New statement 8. New statement

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Communicate a belief in the academic potential of all pupils, by: 1a. Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 1b. Using intentional and consistent language that promotes challenge and aspiration. 1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. 1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. **Demonstrate consistently high behavioural expectations, by:** 1e. Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).	**Communicate a belief in the academic potential of all pupils, by:** a) Using intentional and consistent language that promotes challenge and aspiration. b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. c) Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. d) Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) and consider how this engagement changes depending on the age and development stage of the pupil. **Demonstrate consistently high behavioural expectations, by:** e) Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). g) Applying rules, sanctions and rewards consistently in line with school policy, <u>including where individual pupils have an agreed tailored approach,</u> escalating behaviour incidents as	Removal of "lead-in" statements from what was 1a, 1e. Removal of lead-in statements preceding what was 1b-1d, 1f-1h. Statement changes: a) [Previously 1b] No change b) [Previously 1a] No change c) No change d) No change e) No change f) No change g) Additional wording h) No change

And - following expert input - by taking opportunities to practise, receive feedback and improve at: 1f. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). 1g. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. 1h. Acknowledging and praising pupil effort and emphasising progress being made.	appropriate. h) Acknowledging and praising pupil effort and emphasising progress being made.	

S2 How Pupils Learn (Standard 2 – 'Promote good progress')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Learning involves a lasting change in pupils' capabilities or understanding.	1. Learning involves a lasting change in pupils' capabilities or understanding.	1. No change
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.	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.	2. No change
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	3. No change
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	4. No change
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	5. No change
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	6. <u>Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.</u>	6. New statement
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.	7. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	7. [Previously 2.6] No change
8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils	8. Regular purposeful practice of what has previously been taught can help consolidate	8. [Previously 2.7] No change
		9. [Previously 2.8] No change
		10. [Previously 2.9] No change

revisit ideas after a gap are also likely to strengthen recall. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	material and help pupils remember what they have learned. 9. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 10. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Avoid overloading working memory, by: 2a. Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. 2b. Discussing and analysing with expert colleagues how to reduce 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). **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 2c. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). **Build on pupils' prior knowledge, by:** 2d. Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. 2e. Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**	**Avoid overloading working memory, by:** a) Taking into account pupils' prior knowledge when planning how much new information to introduce. b) Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). c) 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). **Build on pupils' prior knowledge, by:** d) Identifying possible misconceptions and planning how to prevent these forming. e) Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). f) Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. g) Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. **Increase likelihood of material being retained, by:** h) Balancing exposition, repetition, practice and	Removal of "lead-in" statements from what was 2a-2b, 2d-2e, 2h-2i. Removal of lead-in statements preceding what was 2c, 2f-2g, 2j-2k. Statement changes: a) No change b) [Previously 2c] No change c) [Previously 2b] No change d) [Previously 2e] No change e) [Previously 2g] No change f) [Previously 2d] No change g) [Previously 2f] No change h) [Previously 2j] No change i) [Previously 2h] No change j) [Previously 2i] No change k) No change

2f. Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

2g. Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).

Increase likelihood of material being retained, by:

2h. Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.

2i. Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

2j. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

2k. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

retrieval of critical knowledge and skills.

i) Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).

j) Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

k) Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

S3 Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
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.	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.	1. No change
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.	2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.	2. No change
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	3. No change
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.	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.	4. No change
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	5. No change
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.	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.	6. No change
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly	7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly	7. No change
		8. No change
		9. No change
		10. No change
		11. New statement
		12. New statement

complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.

8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.

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.

10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

10. Every teacher can improve pupils' communication and literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

11. Pupils' positive dispositions and attitudes towards mathematics are associated with positive outcomes on learning.

12. Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years.

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Deliver a carefully sequenced and coherent curriculum, by: 3a. Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. 3b. Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach. 3c. Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 3d. Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. 3e. Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. 3f. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). 3g. Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.	**Deliver a carefully sequenced and coherent curriculum, by:** a) Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. b) Ensuring pupils' thinking is focused on key ideas within the subject. c) Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. d) Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content) e) Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts. **Support pupils to build increasingly complex mental models, by:** f) Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. g) Balancing exposition, repetition, practice of critical skills and knowledge.	Removal of "lead-in" statements from what was 3a-3c, 3h-3i, 3k, 3m, 3o-3s. Removal of "lead-in" statements preceding what was 3d-3g, 3j, 3l, 3n, 3t-3u. Statement changes: a) No change b) No change c) [Previously 3e], No change d) [Previously 3f], No change e) [Previously 3g], No change f) [Previously 3c], No change g) [Previously 3i], No change h) [Previously 3h], No change i) [Previously 3j], No change j) [Previously 3l], No change k) [Previously 3k], No

Support pupils to build increasingly complex mental models, by:

3h. Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.

3i. Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

3j. Drawing explicit links between new content and the core concepts and principles in the subject.

Develop fluency, by:

3k. Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

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

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

3m. Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.

h) Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.

i) Drawing explicit links between new content and the core concepts and principles in the subject.

Develop fluency, by:

j) Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).

k) Using retrieval and spaced practice to build automatic recall and application of key knowledge.

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

l) Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.

m) Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

Develop pupils' literacy, by:

n) Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.

o) Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with

change

l) [Previously 3n], No change

m) No change

n) [Previously 3o], No change

o) [Previously 3p], Amended wording

p) [Previously 3t], No change

q) No change

r) No change

s) [Previously 3u], Amended wording

t) [Previously 3s], No change

u) New statement

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

3n. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.

Develop pupils' literacy, by:

3o. Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.

3p. Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.

3q. Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.

3r. Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).

3s. Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

3t. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to

various texts and repeated reading of texts with modelling and feedback.

p) Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.

q) Modelling strategies that encourage active comprehension by asking questions, making predictions, and summarising when reading.

r) Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).

s) Teaching, modelling, and requiring high quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).

t) Teaching different forms of writing by modelling planning, drafting and editing.

u) Supporting younger pupils to become fluent writers through explicit teaching and practice of spelling and handwriting, with modelling and feedback, such as addressing both the process and product of letter formation when developing pupils' handwriting.

high-utility and high-frequency vocabulary in what is taught. 3u. 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).		

S4 Classroom Practice (Standard 4 – 'Plan and teach well-structured lessons')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	1. No change
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	2. No change
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	3. No change
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	4. No change
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	5. No change
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.	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.	6. No change
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	7. High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	7. Amended wording
		8. No change
		9. No change
		10. No change
		11. No change

8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	
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.	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.	

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Plan effective lessons, by: 4a. Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 4b. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. 4c. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. 4d. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. 4e. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. **Make good use of expositions, by:** 4f. Discussing and analysing with expert colleagues how to use concrete representation of abstract	**Plan effective lessons, by:** a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. b) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. d) <u>Using evidence of prior learning to</u> provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. e) 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). **Make good use of expositions, by:** f) Starting expositions at the point of current pupil understanding. g) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. h) Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors,	Removal of "lead-in" statements from what was 4a, 4f, 4i, 4l-m Removal of lead-in statements preceding what was 4b-4e, 4g-h, 4j-4k, 4n-4p Statement changes: a) [Previously 4b], No change b) [Previously 4c], No change c) [Previously 4d], No change d) [Previously 4e], Amended wording e) [Previously 4a], No change f) [Previously 4g], No change g) [Previously 4h], No change h) [Previously 4f], No change

ideas (e.g. making use of analogies, metaphors, examples and non-examples).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

4g. Starting expositions at the point of current pupil understanding.

4h. Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

Model effectively, by:

4i. Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

4j. 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).

4k. Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

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manipulatives for counting, examples and non-examples).

Model effectively, by:

i) 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).

j) Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

k) Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

l) Planning activities around what you want pupils to think hard about.

m) 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). <u>Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development.</u>

n) Providing appropriate wait time between question and response where more developed responses are required.

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i) [Previously 4j], No change

j) [Previously 4i], No change

k) No change

l) [Previously 4n], No change

m) [Previously 4o], Additional wording

n) [Previously 4p], No change

o) [Previously 4l], No change

p) [Previously 4m], No change

4l. Discussing and analysing with expert colleagues how to consider 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). 4m. Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 4n. Planning activities around what you want pupils to think hard about. 4o. 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). 4p. Providing appropriate wait time between question and response where more developed responses are required.	o) 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) p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.	

S5 Adaptive Teaching (Standard 5 – 'Adapt teaching')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	1. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	1. [Previously 5.3], No change
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	2. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	2. [Previously 5.1], No change
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	3. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	3. [Previously 5.2], No change
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.	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.	4. No change
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.	5. Flexibly grouping pupils within a class to provide more tailored support can support learning, but care should be taken to monitor its impact on <u>attainment, behaviour</u>, engagement and motivation, particularly for low attaining pupils.	5. Amended wording
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.	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.	6. No change
		7. Amended wording
		8. New statement
		9. New statement

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.	7. Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential. 8. High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support. 9. Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND.	

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Develop an understanding of different pupil needs, by: 5a. Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 5b. Identifying pupils who need new content further broken down. 5c. Making use of formative assessment. 5d. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. **Provide opportunity for all pupils to experience success, by:** 5e. Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.	**Develop an understanding of different pupil needs, by:** a) Identifying pupils who need new content further broken down. b) Making use of formative assessment. c) Working closely with the Special Educational Needs Co-ordinator (SENCO) <u>and other SEND specialists or expert colleagues.</u> d) Working closely with the Designated Safeguarding Lead. e) Supporting pupils with a range of additional needs and using the SEND Code of Practice: <u>0 to 25 years</u>, which provides guidance on effective school systems and approaches for <u>identifying and</u> supporting the special educational needs of pupils with SEND. f) <u>Utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).</u> **Provide opportunity for all pupils to experience success, by:** g) Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.	Removal of "lead-in" statements from what was 5a, 5e-5f, 5h, 5m-n Removal of lead-in statements preceding what was 5b-d, 5g, 5i-l, 5o Statement changes: a) [Previously 5b], No change b) [Previously 5c], No change c) [Previously 5d], Amended wording d) [Previously within 5d], No change e) [Previously 5a], Amended wording f) New statement g) [Previously 5e], No change h) [Previously 5f], No change i) [Previously 5g], No

5f. Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

5g. Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.

Meet individual needs without creating unnecessary workload, by:

5h. Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

5i. Making use of well-designed resources (e.g. textbooks).

5j. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge

5k. Building in additional practice or removing unnecessary expositions.

5l. Reframing questions to provide greater scaffolding or greater stretch.

h) Balancing input of new content with the revisiting of prior learning so that pupils master important concepts.

i) Making effective use of teaching assistants and other adults in the classroom.

j) <u>Making effective and judicious use of specialist technology to support pupils with SEND.</u>

Meet individual needs without creating unnecessary workload, by:

k) Making use of well-designed resources (e.g. textbooks, <u>manipulatives</u>).

l) Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.

m) Building in additional practice or removing unnecessary expositions.

n) Reframing questions to provide greater scaffolding or greater stretch.

o) 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.

Group pupils effectively, by:

p) Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

change

j) New statement

k) [Previously 5i], Additional wording

l) [Previously 5j], No change

m) [Previously 5k], No change

n) [Previously 5l], No change

o) [Previously 5h], No change

p) [Previously 5o], No change

q) [Previously 5m and 5n], Amended wording

Group pupils effectively, by: 5m. Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. 5n. Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 5o. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.	q) Intentionally grouping in relation to a specific learning outcome, regularly reviewing those groupings, taking care to monitor their impact and avoiding the perception that groups are fixed.

S6 Assessment (Standard 6 – 'Make accurate and productive use of assessment')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	1. No change
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	2. No change
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.	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.	3. No change
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.	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.	4. No change
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.	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.	5. No change
6. Over time, feedback should support pupils to monitor and regulate their own learning.	6. Over time, feedback should support pupils to monitor and regulate their own learning.	6. No change
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	7. No change

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Avoid common assessment pitfalls, by: 6a. Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). 6b. Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 6c. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). **Check prior knowledge and understanding during lessons, by:** 6d. Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by	**Avoid common assessment pitfalls, by:** a) 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). b) 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). c) Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. d) <u>Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils.</u> **Check prior knowledge and understanding during lessons, by:** e) Using assessments to check for prior knowledge and pre-existing misconceptions. f) Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common	Removal of "lead-in" statements from what was 6a-6b, 6d, 6h-6j, 6l-6n. Removal of lead-in statements preceding what was 6c, 6e-6g, 6k, 6o-6q Statement changes: a) No change b) [Previously 6c], No change c) [Previously 6b], No change d) New statement e) [Previously 6e], No change f) [Previously 6d], No change g) [Previously 6f], No change h) [Previously 6g], No change i) [Previously 6k], No change

using common misconceptions within multiple-choice questions).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

6e. Using assessments to check for prior knowledge and pre-existing misconceptions.

6f. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

6g. Monitoring pupil work during lessons, including checking for misconceptions.

Provide high-quality feedback, by:

6h. Discussing and analysing with expert colleagues how 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).

6i. Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.

6j. Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

misconceptions within multiple-choice questions).

g) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

h) Monitoring pupil work during lessons, including checking for misconceptions.

Provide high quality feedback, by:

i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback.

j) 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).

k) Scaffolding self-assessment by sharing model work with pupils, highlighting key details.

l) Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

Make feedback manageable and effective, by:

m) Recording data only when it is useful for improving pupil outcomes.

n) 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).

j) [Previously 6h], No change

k) [Previously 6i], No change

l) [Previously 6j], No change

m) [Previously 6l], No change

n) No change

o) No change

p) New statement

q) [Previously 6p] No change

r) [Previously 6q] No change

6k. Focusing on specific actions for pupils and providing time for pupils to respond to feedback.

Make marking manageable and effective, by:

6l. Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.

6m. Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.

6n. Discussing and analysing with expert colleagues how 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) and deconstructing this approach.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

6o. Using verbal feedback during lessons in place of written feedback after lessons where possible.

6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).

6q. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

o) Using verbal feedback during lessons in place of written feedback after lessons where possible.

p) <u>Understanding that written marking is only one form of feedback.</u>

q) Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).

r) Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

S7 Managing Behaviour (Standard 7 – 'Manage behaviour effectively')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	1. No change
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	2. A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.	2. Same numbering, small wording change
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	3. No change
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	4. No change
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	5. No change
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	6. No change
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	7. No change
	8. Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and	8. New statement
		9. New statement
		10. New statement
		11. New statement

	sustain positive relationships) can support pupils' social and emotional development. 9. Teaching typically expected behaviours will reduce the need to manage misbehaviour. 10. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour. 11. A key influence on a pupil's behaviour in school is being the victim of bullying.	

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Develop a positive, predictable and safe environment for pupils, by: 7a. Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 7b. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. 7c. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). 7d. Giving manageable, specific and sequential instructions. 7e. Checking pupils' understanding of instructions before a task begins. 7f. Using consistent language and non-verbal signals for common classroom directions. 7g. Using early and least-intrusive interventions as an initial response to low level disruption.	**Develop a positive, predictable and safe environment for pupils, by:** a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. b) Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues <u>particularly where pupils exhibit unacceptable behaviours</u>). c) Giving manageable, specific and sequential instructions. d) Checking pupils' understanding of instructions before a task begins. e) Using consistent language and non-verbal signals for common classroom directions. f) Using early and least-intrusive interventions as an initial response to low level disruption. g) Responding quickly to any behaviour or bullying that threatens physical or emotional safety. **Establish effective routines and expectations, by:** h) Creating and explicitly teaching routines in line with the school ethos that maximise time for	Removal of "lead-in" statements from what was 7a, 7h, 7k, 7n-7p. Removal of lead-in statements preceding what was 7b-7g, 7i-7j, 7l. Previous statement 7m removed (covered across new 1g, new 5f and new section 7 statements). Statement changes: a) [Previously 7b], No change b) [Previously 7c], Additional wording c) [Previously 7d], No change d) [Previously 7e], No change e) [Previously 7f], No change f) [Previously 7g], No change

Establish effective routines and expectations, by:

7h. Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

7i. Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).

7j. Reinforcing established school and classroom routines

Build trusting relationships, by:

7k. Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

7l. Responding consistently to pupil behaviour.

7m. Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert

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learning (e.g. setting and reinforcing expectations about key transition points).

i) Practising school and classroom routines at the beginning of the school year.

j) Reinforcing established school and classroom routines (e.g. by articulating the link between time on task and success).

k) Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.

Build trusting relationships, by:

l) Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

m) Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.

Motivate pupils, by:

n) Supporting pupils to master challenging content, which builds towards long-term goals.

o) Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.

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g) [Previously 7a], No change

h) [Previously 7i], No change

i) New statement

j) Additional wording

k) New statement

l) [Previously 7k], No change

m) [Previously 7l], Amended wording

n) No change

o) No change

p) No change

q) New statement

r) New statement

colleagues and mentors both in formal and informal settings.

Motivate pupils, by:

7n. Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.

7o. Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.

7p. Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

p) Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Develop pupils' self regulation by:

q) Helping pupils to think through scenarios before they occur and using cues to help them recall agreed upon behaviours.

r) Providing new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control.

S8 Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')

2019 Learn that…	2024 Learn that…	Changes from 2019 CCF
1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.	1. Effective professional development is likely to be sustained over time, <u>building knowledge, motivating staff, developing teaching techniques, and embedding practice.</u>	1. Amended wording
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.	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.	2. No change
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.	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.	3. No change
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	4. No change
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.	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.	5. No change
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.	6. SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.	6. No change
7. Engaging in high-quality professional development can help teachers improve.	7. Engaging in high quality professional	7. No change
		8. New statement
		9. New statement

	development can help teachers improve. 8. Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. 9. Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.	

2019 Learn how to…	2024 Learn how to…	Changes from 2019 CCF
Develop as a professional, by: 8a. Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. 8b. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 8c. Strengthening pedagogical and subject knowledge by participating in wider networks. 8d. Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. 8e. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. 8f. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. 8g. Engaging critically with research and using evidence to critique practice. **Build effective working relationships, by:**	**Develop as a professional, by:** a) Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. b) Strengthening pedagogical and subject knowledge by participating in wider networks <u>and as part of the lesson preparation process</u>. c) Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. d) <u>Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications.</u> e) Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. **Build effective working relationships, by:** f) Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. g) Seeking ways to support individual colleagues and working as part of a team.	Removal of "lead-in" statements from what was 8a-8b, 8h-8l, 8p-8r. Removal of lead-in statements preceding what was 8c-8g, 8m-8o, 8s. Previous statement, 8b, 8o, removed. Statement changes: a) No change b) [Previously 8c and 8d], Amended wording c) [Previously 8e], No change d) New statement e) [Previously 8f], No change f) [Previously 8m], Amended wording g) [Previously 8h], No change h) [Previously 8i], No change

8h. Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.

8i. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.

8j. Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.

8k. Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.

8l. Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

8m. Contributing positively to the wider school culture and developing a feeling of shared

h) Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.

i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.

j) Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.

k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

l) Knowing who to contact with any safeguarding, or any pupil mental health concerns.

Manage workload and wellbeing, by:

m) Using and personalising systems and routines to support efficient time and task management.

n) Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).

o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

i) [Previously 8j], No change

j) [Previously 8k], No change

k) [Previously 8l], No change

l) [Previously 8n], Amended wording

m) [Previously 8p], No change

n) [Previously 8q], Additional wording

o) [Previously 8s], No change

p) [Previously 8r], No change

responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).

8n. Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.

8o. Preparing teaching assistants for lessons under supervision of expert colleagues.

Manage workload and wellbeing, by:

8p. Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.

8q. Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).

8r. Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

8s. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

p) Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.