

Exemplar targets: Subject & Curriculum Knowledge (1 of 2)

Introductory	Development	Consolidation
<p>Speak to the curriculum lead or appropriate expert colleague in your subject about how they encompass the vision or values of the setting into their curriculum and the rationale for their curricula choices.</p>	<p>Observe your mentor and/or an appropriate expert colleague ensuring pupils learn and master essential concepts, knowledge, skills and principles in your subject area.</p>	<p>Practise making use of spaced retrieval in your teaching so that pupils are routinely drawn back and are revisiting essential concepts, knowledge, skills and/or principles</p>
<p>Review the topics or curriculum you will be teaching in your subject area and identify areas of subject knowledge which you need to develop.</p>	<p>Seek opportunity to practise and receive feedback teaching a lesson which explicitly addresses misconceptions in your subject area.</p>	<p>Seek opportunity to work with another expert colleague in your subject area to curate a collection of analogies, illustrations, examples, explanations and demonstrations which will assist you in teaching key concepts.</p>
<p>Speak to the curriculum lead in your subject about how they sequence subject knowledge in your subject into its composite and component parts</p>	<p>Observe how your mentor and/or expert colleague in your subject area identifies key concepts, skills, knowledge, and principles and how they use these in their teaching.</p>	<p>Practise and receive feedback on lessons where pupils are required to link new knowledge to existing ideas (or schematas)</p>
<p>Meet with ECTs in your setting and speak to them about how they have developed their subject knowledge in their subject post-ITT.</p>	<p>Alongside another expert colleague, seek opportunity to jointly plan a series of lessons which aim to address an area of subject knowledge you need to develop.</p>	<p>Seek opportunities for you to develop as novice subject expert in your subject area post-ITT. For example, via subject associations or a subject network hub.</p>

Exemplar targets: Subject & Curriculum Knowledge (2 of 2)

Introductory	Development	Consolidation
<p>Observe a range of expert colleagues making note of how they develop pupils' literacy by explicitly teaching reading, writing and oral language skills in your subject.</p>	<p>Practise having pupils decode new or unfamiliar words in your teaching. You could make use of your learning from university and/or relevant research on systematic synthetic phones: Link Here</p>	<p>Practise and receive feedback on how you develop pupils use of subject-specific terminology.</p>
<p>Familiarise yourself with the policy or approach which your setting adopts/utilises to develop pupils' oral and written literacy.</p>	<p>Practise and receive feedback on how you promote reading for pleasure in your teaching. For example, making use of whole class reading.</p>	<p>Seek opportunity to develop a bank of resources to develop pupils' oral and written literacy in your subject area. For example, to help pupils develop as fluent readers or improve legibility of writing.</p>
<p>Identify a concept or area of subject knowledge which is taught in different ways across multiple subjects. For example, the teaching of evolution in Biology compared to Religious Education.</p>	<p>Practise providing tasks that support pupils to learn key ideas securely. For example, making use of low-stakes quizzes.</p>	<p>Identify a topic/area you can lead on within your current department, using your mentor for guidance and support. For example, leading on the planning for a unit or topic.</p>
<p>Seek opportunity to observe the teaching of comprehension skills in your subject area. For example, how expert colleagues ask questions, making predictions, and summarise when reading.</p>	<p>Practise and receive feedback on how you are modelling comprehension in your teaching. For example, how you model asking questions, making predictions, and/or summarise when reading.</p>	<p>Seek opportunity to practise and get better at assessing pupils literacy in summative assessments. For example, having it modelled to you how to award SPAG marks in GCSE or A level questions.</p>