# Intensive Training and Practice (ITaP)

# Secondary PGCE (11-16) with QTS

# AY 2024-2025



# Pivotal Practice: Creating a culture of inclusion for all learners *(Learn that ‘Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed’ Adaptive teaching, 5)*

# Mentor & Trainee Manual for those training to teach Secondary English

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# What is an ITaP?

From September 2024, all Initial Teacher Training providers must include periods of **Intensive Training and Practice (ITaP)** in their QTS programmes. The length of these ITaPs vary across undergraduate and postgraduate provision and are part of the ITE compliance and OFSTED criteria set by the DfE for all delivery from September 2024.

**The intention of the ITaP is to consolidate trainees’ understanding of how the research evidence base underpinning their ITE curriculum should shape their teaching practice.**

ITaPs are a blend of centre- and school-based activities to:

* **Introduce**: support trainees’ learning about the theory of teaching and learning around a given aspect of pivotal practice (e.g. questioning).
* **Analyse**: support trainees to analyse and deconstruct expert teaching in relation to the pivotal practice.
* **Prepare**: provide opportunities for trainees to use approximations practice and to get multiple opportunities for expert feedback on their pivotal practice.
* **Enact**: support trainees to apply their learning of the pivotal practice in the classroom in different scenarios and contexts
* **Assess:** monitor trainees’ knowledge and skills of the pivotal practice.

Each ITaP focuses on just one specific aspect of pivotal practice and this is linked to the [ITTECF](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf). **This mentor and trainee handbook focuses on the PGCE ITaP which is titled ‘Creating a culture of inclusion for all learners’** and which has a focus on the pivotal practice of ensuring trainees know that ‘**Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed’** (Adaptive Teaching, 5).

For trainees training to teach in the secondary phase, the pivotal practice for each of the ITaPs is set out in the table below:

|  |  |  |
| --- | --- | --- |
| Secondary undergraduate QTS (Year 1) | Pivotal Practice | Dates |
| Professional Behaviours | Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (High Expectations, 2) | w/b 28th October 2024 |
| Creating a culture of inclusion for all learners | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (Adaptive Teaching, 5) | w/b w/b 12th May 2025 |
| Secondary PGCE with QTS | Pivotal Practice | Dates |
| Modelling accurate subject knowledge and addressing misconceptions | Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible (Classroom Practice, 4) | w/b 16th September 2024 |
| Creating a culture of inclusion for all learners | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (Adaptive Teaching, 5) | w/b 30th September 2024 |
| Establishing and reinforcing routines and structures | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (Managing Behaviour, 1) | w/b 13th January 2025 |
| Questioning for assessment | 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 (Classroom Practice, 6) | w/b 17th March 2025 |

During the school-based element of the ITaP, trainees will need to have:

* **Opportunities to observe and reflect upon expert practice**. **They should be** **supported to understand exactly what it is that makes such practice effective and to think about how it could be embedded in their own teaching and subject**.
* **Opportunity to apply what they have learned, deconstruct practice, and receive feedback from their expert colleagues in their subject area**.
* **Opportunity to expand their knowledge, deepen their understanding of theory and practice and increase their confidence to teach using a given aspect of pivotal practice.**

## The role of the mentor and other expert colleagues during the school-based phase of an ITaP

Mentor: A school-based expert colleague within that subject who is assigned to a specific trainee and who has undertaken their Edge Hill mentor training

Expert Colleague: Any colleague (school or centre-based) who has expertise within a specific subject and/or area of practice.

During the ITaP period, trainees should be given the opportunity to intensify the focus on these foundational and pivotal aspects of the ITE curriculum; benefit from immediate and targeted feedback focused on improvement in relation to their pivotal practice; and access appropriate expert support. As a mentor, you will have responsibility in ensuring that trainees receive the broad range of experiences required during the school-based ITaP days and that purposeful feedback is provided to enable trainees to develop knowledge, skills and confidence in this area.

Throughout this manual we have referred to ‘expert colleague(s)’. This can be anyone who has expertise and does not have to be the Edge Hill trained mentor. This has been done to assist with mentor workload but also to ensure trainees are able to benefit from expert advice from a range of colleagues.

# Focus of pivotal practice:

# Creating a culture of inclusion for all learners

# ‘Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed’ (Adaptive Teaching, 5).

## Why have we chosen this focus as the pivotal practice and why is it being delivered now?

Our vision for ITE is based on the defining value of “working together creatively with others to enhance life chances”. At the heart of our approach to ITE within the Secondary phase, is a commitment to **inclusivity**, **social justice**, and **education as a force for positive change**. Some of these themes can be traced back to our university’s origins as the first secular teaching training institution for women and they are just as relevant today as they were in 1885.

We believe that rather than it being an ‘add-on’, **an inclusive approach to teaching sits at the heart of high quality ITE**. This involves trainees recognising that pupils learn at different rates and that they require different levels and types of support to succeed. We believe that high quality teaching which impacts positively on life chances should start from this premise and for this reason, have chosen this aspect of the ITTECF as a pivotal practice for trainees to focus on at the outset of their ITE journey.

Prior to their ITaP, trainees will have learnt about the different forms of knowledge within their specific subject, they will have learnt about a range of learning theories including including models of memory, retrieval practice, cognitive load theory, interleaving and metacognitive strategies, and will have learnt about teachers’ professional and statutory responsibilities to keep all pupils safe.

Our curriculum is spiralised in its approach. Trainees will return to their learning about inclusive and adaptive practice at key points throughtout their ITE curriculum. For example, ‘what is an inclusive school?’ (week 13), ‘how can teachers model and scaffold learning for all pupils?’ (week 15), and how do teachers adapt teaching so all succeed?’ (week 23).

For full coverage of our ITE curriculum, please see the PGCE Secondary ITE Curriculum for English is available on our mentor site.

## Intended learning & links to the Initial Teacher Training Early Career Framework

The intended learning for this ITaP is for trainees within English to:

**Learn that:**

* Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential (HE 3)
* Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (AT 1)
* Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (AT 2)
* Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (AT 3).
* 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 (AT 4).
* Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND (HPL 6)
* Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND (PR 8)

And for trainees to:

**Learn how to:**

**Develop an understanding of different pupil needs, by:**

* Identifying pupils who need new content further broken down (AT A).
* Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues (AT C)

**Provide opportunity for all pupils to experience success, by:**

* Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations (AT G)

**Monitoring and evaluating the impact of ITAP**

“The outcomes of Intensive Training and Practice for trainees should include a strong understanding of the evidence base for the area concerned, which trainees can articulate, justify, and exemplify, and the ability to discuss effective classroom practice and to prepare and apply those aspects of teaching confidently in a range of contexts.” DFE 2024

 ITAP’s are integral to the training curriculum and individual trainee progress in practice and understanding. It is important, therefore, that careful consideration is given to the monitoring and evaluation of the impact each ITAP experience has had, both on individual trainee practice, mentoring and on the coherence and progression of the trainee curriculum.

As part of the evaluation EHU will monitor and seek feedback from

* trainees on the impact of ITAP on their practice
* mentors and other key stakeholders on the impact of the ITAP

# Structure of ITaP

T**he ITaP will take place during w/b September 30th, 2024, and run for 5 consecutive days.** This will be split between sessions at university, and opportunities to enact and assess during a school-based experience.

**Day 1 & Day 2: Monday 30th September & Tuesday 1st October:** Trainees will be based on campus.

**Days 3, 4, & 5: Wednesday 2nd October-Friday 5th October:** Trainees will be based in a school. This may be their introductory placement, or a placement allocated specifically and for the duration of the ITaP.

We have provided an overview of the opportunities trainees will need to be afforded on days 3, 4 & 5. These opportunities are listed in the preferred order of action and the order which would most benefit trainee learning, however expert colleagues can apply flexibility with this order to best suit their school day. **We ask that the assess task takes place on the Friday (day 5) so that trainees are assessed at the most appropriate time of their learning.**

|  |
| --- |
| Day 1: Monday 30th September 2024 (campus-based) |
| **Introduce**: support trainees’ learning about the theory of teaching and learning in relation to their pivotal practice | **Lecture: The importance of inclusive teaching (Dr Marie Caslin, Edge Hill University)**Overview of session:Trainees will be able to:* Describe the principles and significance of the social model of disability
* Summarise the criticisms and limitations of SEND provision
* Explain why it is important for teachers to implement adaptive teaching to support pupils’ strengths and needs, including the benefits of stretch and challenge
* Evaluate practical strategies to support all pupils
 |
| **Subject specific seminar: Adaptive and inclusive teaching within the Secondary school: A case study (EHU Lead Mentor Martin Woods, Lathom High School)**Overview of session:Trainees will be able to:* Analyse practical strategies for implementing adaptive teaching in secondary schools to create an inclusive learning environment for all.

Following the analysis of the case study, trainees in groups will work to adapt the lesson focusing further on areas such as flexible grouping, targeted support, scaffolding and modelling through the lens of English education. |
| **Engaged reading**Overview of session:* Trainees will engage in critical engaged reading in relation to the two texts:
	+ Education Endowment Foundation (2021) ‘Special Educational Needs in Mainstream Schools. Five recommendations on special education needs in mainstream schools. Accessible from: [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send [4001](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send%20%5B4001)]
	+ Heyder, A., Südkamp, A., Steinmayr, R. (2020). How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs? Learning and Individual Differences, 77. Available at: <https://doi.org/10.1016/j.lindif.2019.101776>
 |
| Day 2: Tuesday 1st October 2024 (campus-based) |
| **Analyse**: support trainees to analyse and deconstruct expert teaching in relation to the pivotal practice. | **Lecture: The role and responsibilities of the SENCO (Jenny Powell and Diane Lloyd, Great Schools Trust)**Overview of session:Trainees will be able to:* Identify the key responsibilities of a SENCO.
* Summarise the legal and ethical obligations of the SENCO.
* Analyse a range of strategies for supporting students with special educational needs (SEND).
* Explain the importance of collaborating effectively with stakeholders.
 |
| **Subject specific workshop: Planning to adapt your teaching within English**Overview of session:* Trainees will be provided with a data related to a fictionalised scenario class (e.g. reading levels, previous assessment results etc) and a pre-planned lesson suitable for most learners within that age group.
* In groups, trainees will work to adapt the lesson to meet the needs of the pupils within the fictionalised class, ensuring that they are cognisant of the different levels and types of support which some pupils may benefit from/may need in order to succeed and of their learning from the previous lectures, seminars, and engaged reading tasks.
* Following preparation time, trainees will present their adapted lesson to their peers and tutors for feedback and reflection.
 |
| Day 3: Wednesday 2nd October (school-based)We have provided an overview of the opportunities trainees will need to be afforded on day 3. These opportunities are listed in the preferred order of action and the order which would most benefit trainee learning, however expert colleagues can apply flexibility with this order to best suit their school day. We have also provided suggested timings and identified where tasks can be completed as a pair/trio/small group. |
| **Prepare**: provide opportunities for trainees to use approximations practice and to get multiple opportunities for expert feedback on their pivotal practice. | **Expert modelling and observation of expert within English: Teachers*** Trainee to observe expert colleague(s) within their subject with a specific focus on how expert(s) adapt their teaching to meet the needs of the pupils. If the opportunity is available, trainees would benefit from seeing how the same content is delivered to different classes/pupils with a focus on how experts adapt their instruction, resource(s), questioning etc to ensure all pupils achieve.
* Where there are multiple trainees, this task can be done in pairs/trios.
* This task is designed for 1-2 hours.

**Questions for trainees to consider during their observation of an expert colleague within their subject:**1. What information or data does the teacher use to plan their teaching for this class? How does this help them to plan their lesson?
2. As you observe the class, how does the teacher ensure that everyone is included?
3. How does the teacher adapt their exposition or explanation of key learning? How do they adapt their language or use of key terminology?
4. How does the teacher make use of any resource(s) to support those who need it but also to stretch those who may be more independent in their learning?
5. What do you notice about the teacher’s use of questioning? Does this vary depending on the pupil?
6. Look at how the classroom is set up, how it is laid out for example. Does this help the teacher to be inclusive in their approach?
7. How does the teacher ensure that no pupil is left behind in their learning?
8. Is there any additional support provided for specific pupils? For example, a Teaching Assistant or a specific resource (such as an IPad). How does this help the teacher to be inclusive in their teaching? How is this resource used and what is the impact?
 |
| **Expert modelling and observation of expert: Teaching Assistants*** Trainee to observe how Teaching Assistants (and similar experts) support specific pupils and/or targeted groups within a lesson. This could be done via ‘shadowing’ a particular pupil and/or a particular expert. It would be useful if this was within a specific subject, but we recognise this may not be possible.
* Where there are multiple trainees, this task can be done in pairs/trios.
* This task is designed for 1-2 hours.

**Questions for trainees to consider during their observation of an expert colleague (such as Teaching Assistant or similar role)**1. What information or data does the support colleague have access to? How do they use this in their practice?
2. How does the teacher make use of the support colleague within the classroom?
3. How do the teacher and the support colleague work together to ensure pupil(s) are best supported? For example, does the teacher share their planning with the support colleague in advance? What impact does this have?
4. How does the support colleague support the pupil(s) throughout the lesson? Does the support vary at key points for example.
5. What responsibilities does the support colleague have? Are there moments when they support more than 1 pupil? Why is this the case?
6. What impact does it have on the pupil(s) to have this level of tailored support? What impact does it have on how they are included within the lesson?
7. How does the support colleague contribute to the classroom being an inclusive environment?
 |
| **Meeting with SENCO and support colleague(s)*** Trainee to meet with the SENCO within their setting and, where possible, relevant support colleagues including those with responsibility for inclusive or adaptive teaching in that setting. Trainees have had a lecture on the role and responsibility of the SENCO and this meeting is an opportunity for them apply their theoretical learning to the realities of a school-setting.
* Where there are multiple trainees, this task can be done as a group task.
* This task is designed for 1 hour.

**Questions for trainees to consider during their meeting with SENCO and support colleague(s).*** What statutory responsibilities does the colleague have?
* How does the SENCO work in collaboration with other key leaders within the school or other experts such as Heads of Year/House?
* What duties does the SENCO have which take place outside of the school? For example, do they work with external agencies such as the NHS?
* What impact does the SENCO and their colleagues have on the practice of experts within the school?
* What are the range of needs the SENCO and their colleagues are supporting with the school? Is there one need or group of pupils who require more support than others? Has this always been the case?
* How does the SENCO support and develop expert colleagues so they all teaching is inclusive?
 |
| **Trainees to reflect on classroom/department/school resources related to inclusive practice and prepare for their adaptive practice on day 4*** Trainee should be provided with access to classroom artefacts. This may be resources, lesson plans, research/literature, curriculum maps, CPD resources, classroom seating plans, pupil data etc.
* Independently and/or with support they should reflect on what they have learnt about inclusive teaching, what this looks like in that specific setting, and how this may be reflected or incorporated into their practice for their deliberate practice on day 4.
* Trainees should prepare to provide support for a pupil (or small group of pupils) who require(s) additional or adaptive support (i.e acting as a TA or support assistant) in their subject on day 4. For example, they could be provided with a resource or part of a lesson and asked to adapt this to meet the need of the pupil(s).
* Where there are multiple trainees, this task can be done in pairs/trios.
* This task is designed for 1-2 hours.
 |
| Day 4: Thursday 3rd October (school-based)We have provided an overview of the opportunities trainees will need to be afforded on day 4. These opportunities are listed in the preferred order of action and the order which would most benefit trainee learning, however expert colleagues can apply flexibility with this order to best suit their school day. We have also provided suggested timings and identified where tasks can be completed as a pair/trio/small group. |
| **Enact**: support trainees to apply their learning of the pivotal practice in the classroom in different scenarios and contexts | **Demonstration: Trainee Deliberate Practice supporting pupil(s)*** Using their adapted resource/lesson prepared on day 3, trainee should be provided with an opportunity to support a pupil (or small group of pupils) within their subject. For example, acting as a support or TA. They should expect to receive feedback on this deliberate practice from the classroom expert (for example, the teacher in the classroom). This should be as part of a lesson, not as a separate group.
* This task is not suitable to be undertaken in pairs/trios etc.
* This task is designed for 1 hour (or equivalent to 1 lesson/period in that setting).
 |
| **Expert feedback on deliberate practice from 1:1 pupil support*** Following their deliberate practice, trainee to deconstruct and receive feedback on their deliberate practice from their 1:1 support with expert colleague focusing on the effectiveness of their adaptions to support the pupil.
* Utilising targets and feedback from post-lesson observation discussion to plan and prepare for upcoming lesson observation (day 5) with a focus on improving questioning.
* This task is not suitable to be undertaken in pairs/trios etc.
* This task is designed for 1 hour (or equivalent to 1 lesson/period in that setting).
* This task could be combined with the task below if required.
 |
| **Co-planning with expert in preparation for day 5*** Using the feedback from their deliberate practice, their observation of experts on day 3, and their learning from days 1-3, trainees should plan to deliver part of a lesson on day 5 (e.g. the delivery of new learning or the assessment of learning). This should be in their subject and should not be a full lesson. This part of a lesson should provide the trainee with an opportunity to adapt their teaching and to meet the needs of the pupils in their class.
* This task is designed for 1 trainee supporting 1 pupil or 1 group of learners, however this may take the form of multiple trainees supporting multiple pupils (on a 1:1 basis) in 1 lesson.
* This task is designed for 1 hour (or equivalent to 1 lesson/period in that setting).
* This task could be combined with the task above if required
* This task should be done with support from an expert in that subject.
 |
| **Subject specific seminar (online): Unpicking and critically considering the practice observed in their subject*** Trainee to attend online seminar (1-3pm) with their EHU tutor(s) to discuss, explore, unpick, and have modelled to them effective and inclusive practice in their subject. This session will draw from trainee learning and observation throughout days 3&4.
* Trainees will need to be provided with a quiet space where they can join an online seminar which requires them to have involvement in discussions. Trainees should not be allowed to go home and should remain in their setting.
* This task is designed for 2 hours.
 |
| Day 5: Friday 5th October (school-based)We have provided an overview of the opportunities trainees will need to be afforded on day 5. These opportunities are listed in the preferred order of action and the order which would most benefit trainee learning, however expert colleagues can apply flexibility with this order to best suit their school day. **This exception to this is the activity related to the Weekly Development Summary as this should assess trainee progression at the end of the week once all other tasks are completed.** We have also provided suggested timings and identified where tasks can be completed as a pair/trio/small group. |
| **Assess:** monitor trainees’ knowledge and skills of the pivotal practice. | **Lesson observation and feedback by expert*** Having prepared for this on day 4, trainees should deliver part of a lesson (e.g. the delivery of new learning or the assessment of learning). This should be in their subject and should not be a full lesson. This part of a lesson should provide the trainee with an opportunity to adapt their teaching and to meet the needs of the pupils in their class.
* Expert to observe (using the Edge Hill lesson observation proforma via Abaysa) and be ready to provide feedback which helps the trainee to deconstruct their practice and identify opportunities they may wish to explore to develop their practice (for example, signposting to specific resources)
* This task is not suitable to be undertaken in pairs/trios etc.
* This task is designed for 2 hours (equivalent to 1 lesson/period in that setting for the observation and then time afterwards for feedback).

**Trainee to adapt a resource for their department*** Drawing from their learning over the course of the ITaP, the trainee should adapt (or create) a resource for their department to assist with inclusive teaching. For example, adapting a pre-planned lesson, or creating a resource which enables a task to be more inclusive to meet the needs of a specific pupil/group of pupils.
* Trainees should seek guidance from an expert colleague rather than setting this task themselves.
* Where there are multiple trainees, this task can be done in pairs/trios however all trainees must contribute and be able to reflect on this opportunity.
* This task is designed for 1-2 hours.
 |
| **Trainee evaluation of ITaP*** Trainees will engage in the evaluation task related to this ITaP. Details of this will be disseminated in advance of day 5.
* This task is not suitable to be undertaken in pairs/trios etc.
* This task is designed for 1 hour
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| **Expert colleague to complete WDS and assess trainee knowledge against the intended learning outcomes for the ITaP*** **Where the trainee is placed with their mentor** (in their introductory placement), the mentor should assess the trainee using the Weekly Development Summary provided on Abaysa. Mentors should make use of the formative questions and indicate if the trainee has made progress, made progress but required support, or not made progress despite additional support. This is completed by the mentor as part of the mentor meeting for this week.
* **Where the trainee is not placed with their mentor** (where they are not in their introductory placement), this task will be undertaken by their EHU tutor in an online WDS tutorial. The arrangements for this will be disseminated in advance of day 5, however expert colleagues will not be required.
* This task is designed for 1-2 hours.
* This task should ideally be the last task completed on the ITaP (where possible)
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# Further support, research, and resources

[Initial Teacher Training and Early Career Framework](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf)

[ITT Core Content Framework Exemplification Resource Materials](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)

[Education Endowment Foundation](https://educationendowmentfoundation.org.uk/)

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# Frequently asked questions

* Who is the expert colleague?

This term applies to anyone who is an expert in their subject. This includes tutors at Edge Hill, mentors during placement, and other expert colleagues in the placement setting. Where the term ‘expert colleague’ is used on days 3, 4, & 5, this may be the mentor. However, another expert colleague from within the school may also be more appropriate for that task. Where the term ‘mentor’ is used, this is the subject mentor.

* Can we as a school choose another focus or move the curriculum to another week when it better suits the school?

Unfortunately, this is not possible. Our ITE curriculum has been carefully sequenced so that trainees receive the most appropriate instruction at the most appropriate point of their ITE. This week has been chosen as it builds on their prior learning of questioning and prepares them as they progress towards the end of their consolidation phase.

* What is the trainee is absent during the week?

We expect our trainees to attend placement every day as per the expectations of the teaching profession. Any absences from placement can have a detrimental impact on their progression throughout the curriculum. If the trainee is absent at any point during the iTaP week, they will miss out key delivery, on opportunities to observe, discuss, co-plan and/or receive feedback. This may impact on their progression which would be managed via the usual process such as a Progress Support Plan or sourcing further contingency opportunities on placement (which may delay their award of PGCE with QTS).