




*Grad* **2** *Teach*

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TLA 3:  
Demonstrate  
good subject  
and curriculum  
knowledge

# NEW!



## TLA Check-ins Calendar Feb-July 2024

Month	Theme	Training with Michelle	Tutor Groups	Presentation by Phase One Trainees	Phase One presenters:	Theme translated into TP planning* by:
Feb	S2: Promote good progress (How Pupils Learn)	Wed 7 February 2024		Wed 20 February 2024	Amy Sedgman (primary) Lauren Tyler (secondary)	Friday 1 <sup>st</sup> March 2024
Mar	S6: Make accurate and productive use of assessment (Assessment)	Wed 6 March 2024		Wed 20 March 2024	Charlotte Bellamy (primary) Tasia Dell (secondary)	Friday 5 <sup>th</sup> April 2024
April	S8: Fulfil Wider Professional Responsibilities (Professional behaviours)	Wed 17 April 2024		Wed 24 April 2024	Aidan Kelly (primary) Xinyi Wang (secondary) Angela Fernando (secondary)	Thursday 25 <sup>th</sup> April 2024
May/ June	S1: Set high expectations (High Expectations)	Wed 22 May 2024	Wed 29 May	Wed 5 June 2024	Tina Miao (Secondary) Lisa Bailey (Primary) Jack Aislabie (Secondary)	
June	S7: Manage behaviour effectively (Manage Behaviour)	Wed 12 June	Wed 19 June	Wed 26 June		
July	S3: Demonstrate good subject and curriculum knowledge (Subject and Curriculum)	Wed 3 July 2024	Wed 10 July Wed 24 July	Wed 17 July 2024		

### Submissions:

1. Observations of Colleagues – submit 2x a month,
2. Learning Journal Part A and Part B – submit both within a week of a TLA,
3. Lesson Plans – submit 2x a month,
4. TLA Checklists – submit 1x for theme



# Demonstrating good subject and curriculum knowledge is Standard 3 of the Core Content Framework for trainee teachers

But what does it mean?

In tonight's training we will:

1. Explain the rationale behind the standard - why is it relevant to teachers?
2. Learn how to 'apply' the standard to your behaviour, mindset and decisions as a teacher
3. Give you suggestions for ways in which you might build this skill to meet this standard
4. Ask you to focus on this standard for this month, uploading new work in your portfolio (eg. completing your TLA checklist, learning journal, lesson plan and/or observation of colleagues) to reflect this focus.

## Part 1: Demonstrating good subject and curriculum knowledge

- *The rationale behind it: why is this standard relevant to teachers?*

Teachers do so much more than teach subjects. They teach children.

**The rationale behind this standard is about teachers recognising that the quality of their subject knowledge affects the quality of their teaching and their pupils' success.**

- ★ A school's curriculum enables it to map out a vision for the knowledge, skills and values that its pupils will learn
- ★ Motivating and teaching pupils well relies on teachers' secure subject knowledge
- ★ Ensuring pupils can master fundamental concepts and knowledge before moving on will likely help pupils to build confidence and succeed in your subject
- ★ Knowledgeable teachers are always able to anticipate common misconceptions and therefore teach more sensitively and helpfully
- ★ Teachers who are experts themselves can confidently impart the fundamental knowledge which enable pupils to develop a critical approach within their thinking/their work
- ★ In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge - a confident teacher with secure subject knowledge knows how to sequence and link information and skills in the most effective way
- ★ To access the curriculum, early literacy provides fundamental knowledge; reading comprises 2 elements - word reading and language comprehension; synthetic phonics in the most effective approach for teaching pupils to decode

Most importantly...

- ★ **Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills in their individual subjects/disciplines.**

**It's not just up to English teachers to do this!**

How do I 'apply' the standard to my behaviour, mindset and decisions as a teacher?

1. Deliver a carefully sequenced and coherent curriculum by:	2. Support pupils to learn and retain knowledge more effectively by:	3. Help pupils to apply knowledge and skills to other contexts, by:	4. Develop literacy by:
Identifying <b>essential concepts, knowledge, skills and principles of your subject</b> and providing opportunity for all pupils to learn and master these critical components.	Discussing curriculum design with experienced colleagues, <b>balancing explanation, repetition and practice</b> of critical skills and knowledge.	Ensuring pupils have <b>relevant, topic-specific knowledge</b> , especially if asked to think critically within a subject (eg. practise and develop through word walls, glossaries, using acronyms to help pupils commit vocab to memory)	Demonstrating a <b>clear understanding of systematic synthetic phonics</b> , particularly if teaching early reading and spelling.
Ensuring pupils' <b>thinking</b> is focused on <b>key ideas</b> within the subject.	<b>Revisiting</b> the big ideas of the subject over time and teaching key concepts through a range of examples.	Mixing up and weaving <b>concrete and abstract examples</b> through the lessons, slowly moving away from concrete examples and drawing attention to finer details and exceptions.	Supporting younger pupils to become fluent readers and to <b>write fluently and legibly</b> .
Working with experienced colleagues to accumulate and refine a <b>collection of powerful analogies, illustrations, examples, explanations and demonstrations</b> .	Making clear <b>links</b> between the <b>core concepts and principles</b> in the subject when you introduce <b>new</b> content/learning ie. keeping the common thread going by making constant connections within learning	Teaching different <b>forms of writing</b> by modelling planning, drafting and editing.	Teaching <b>unfamiliar vocabulary explicitly</b> and planning for pupils to be repeatedly exposed to words which are the most effective for explaining and expanding on a topic until they have a topic-related language to communicate with.
Using resources and materials -textbooks, online content/articles, YouTube videos - <b>designed by experienced colleagues</b> that carefully sequence content.	<b>Develop fluency by:</b> Providing tasks which support pupils to learn key ideas securely eg. quizzes/problem-solving tasks/exam practice questions		<b>Modelling reading comprehension</b> by asking questions, making predictions and summarising when reading.  Promoting <b>reading for pleasure</b> - sharing your favourites.
Being aware of <b>common misconceptions and discussing with experienced colleagues</b> how to help pupils understand important concepts.	Working 'old' content back into future lessons to keep pupils' brains processing and comparing particular concepts and information		<b>Modelling the use of high-quality oral language</b> and <b>encouraging</b> it at any opportunity - full sentences, 'saying it better' (Tom Sherrington) and <b>setting regular spoken tasks</b> .

## Part 2: Demonstrating good subject and curriculum knowledge - S3

### What does the research tell us?

S3: Demonstrating good subject and curriculum knowledge

- ★ When the teacher has excellent subject knowledge, this leads to better student learning and progress
- ★ The knowledge alone isn't enough for great results - the key is being able to integrate the knowledge into teaching effectively, ensuring key concepts are taught substantially and opportunities to work with them and practise talking about them are offered regularly; this is when pupils make excellent progress (Timperley, 2008)
- ★ Ofsted have recognised that a good curriculum must have a secure sequence of lessons behind it - when they visit, inspectors want to see how an individual lesson fits into a wider sequence of learning and for teachers to be able to talk about and justify why it sits where it does (the 'deep dive'). This has become a far greater part of the Ofsted agenda over the last 5 years.
- ★ Consequently, we should think of learning/schemes of work as a 'narrative' according to Christine Counsel, where 'every bit of content has a function' and every aspect feeds into a unified, comprehensive 'whole'.
- ★ Rosenshine's Principles of Instruction are believed to be the best system for achieving comprehensive lessons and schemes of work. See Tom Sherrington's book here for further info: [Rosenshine's Principles in Action : Tom Sherrington: Amazon.co.uk: Books](#)
- ★ Kevan Collins, *Improving Literacy in Secondary Schools* report for the Education Endowment Foundation, states:

"Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance'

Pupils should be encouraged to read more complex academic texts, and teachers should make a point of using models and exemplars to illustrate what ideal outcomes look like" (this also fits with Rosenshine's Principles).

- ★ Pupils respond to feedback/being corrected in a much more positive way when they are refuted with a supporting explanation - the explanation element makes them believe the teacher 'knows their stuff' - the criticism alone doesn't make pupils feel confidence in the teacher's knowledge and expertise.

## Part 3: Demonstrating good subject and curriculum knowledge (S3)

S3: Demonstrating good subject and curriculum knowledge

- *Suggestions for ways in which you might build this skill to meet this standard*

You	You/with your mentor	Research/suggested reading
<p>Go through your department's schemes of work to make sure you understand the following:</p> <ol style="list-style-type: none"> <li>1. What knowledge and key concepts are central to the scheme</li> <li>2. What skills pupils need to be given the chance to practise and develop</li> <li>3. How the pupils' success with both the knowledge and the skills is assessed.</li> <li>4. What opportunities there are for pupils to reflect on their understanding and feedback and make improvements.</li> <li>5. How the scheme fits into the wider curriculum for your subject.</li> </ol>	<p>Sit down with your mentor and other teachers in the department and ask them to explain a scheme of work or several schemes of work and how they arrived at a structure of the content - where do they start in terms of planning for the bigger skills and concepts? Where do they find information? How do they assure the quality of their schemes?</p> <p>Ask if you can adapt the lessons to give yourself practice and get feedback from your mentor/colleagues.</p> <p><b>Ask if you can be brought into planning meetings for new lessons and schemes in the department to learn how to do it - there's no fun or professional development to be had in always teaching other people's lessons! Lesson planning is the bedrock of teaching.</b></p>	<p>Familiarise yourself with the exam board for your subject, and get as much information as you can from their website.</p> <p>AQA is the biggest exam board in the UK. The other two you may come across are Edexcel and OCR.</p> <p><a href="#">AQA   Subjects</a></p> <p><a href="#">Edexcel GCSEs   Pearson qualifications</a></p> <p><a href="#">OCR - awarding body for A Levels, GCSEs, Cambridge Nationals, Cambridge Technicals and other qualifications</a></p>
<p>Speak to colleagues and go online to find sources of knowledge and information which will give you confidence that you are covering all the key aspects of your curriculum and keeping up to date with changes and developments.</p> <p>You might start with the exam board website, then have a look at what online groups and forums exist to support you - there are loads!  <a href="#">20+ of the Best Online Teacher Communities   True Education Partnerships</a></p>	<p><b>Complete an audit with your mentor based on the curriculum for your subject - using the schemes of work as a guide, where are your areas of high confidence and low-confidence?</b></p> <p>Discuss the department's use of modelling and exemplar material in the department - where can you find good examples, yourself?</p> <p>Use the assessment criteria for a unit you are teaching to have a go at writing exemplar material yourself. Annotate and highlight it to make it clear where you're hitting different assessment points and securing particular grades.</p>	<p>Rosenshine's Principles in Action - there are lots of posters and articles on the internet if you want to download them. Just run a search on Google - you'll be amazed!</p> <p>Alternatively, invest in a good guide like this one:  <a href="#">Rosenshine's Principles in Action : Tom Sherrington: Amazon.co.uk: Books</a></p>
<p>Do some research on software and strategies for improving the literacy of more vulnerable learners - eg. dyslexic learners, ADHD learners</p> <p>Practise using the software so you can support pupils and TAs, and let parents know of ways they can support learners at home.</p>	<p>Talk about how your department works on improving pupils' literacy in your subject - spelling tests? Word walls? Spoken assignments? Model answers and exemplars? 'Say it better' (Sherrington) strategies for encouraging more detailed or sophisticated answers?</p>	<p>The <b>Education Endowment Foundation (EEF)</b> carries out crucial educational research. Check them out!</p> <p><a href="#">Education Endowment Foundation   EEF Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>





## Quick wins 1: Be smart about how you use your time

**Pupils want teachers whose knowledge and expertise they trust. They want you to be credible and trustworthy, so:**

- 1. Read, speak to colleagues to improve your understanding of your subject, watch other people teach. Knowing your stuff is the most important thing of all to begin with - you can make the resources later.**
- 2. When you know your subject, it's your enthusiasm and explanations which energise and motivate the pupils.**
- 3. Find out what already exists to help you, both in the department, in the school library and online - YouTube may have tutorials and other videos which really nail what you're trying to explain to the class, or give you an idea of how to explain it.**

**Equally, the exam board website may have models and exemplars that are good to go (AQA can be brilliant for this) - don't recreate the wheel when you don't have to.**



## Quick wins 2: Bite-size wins the day

New teachers often scare themselves - and their pupils! - by packing far too much into a lesson. Allow time for discussion and practice.

A good lesson has a calm and orderly structure which builds on the previous lesson's learning and introduces only small amounts of new information or learning. For example:

1. Begin the lesson with a short review of previous learning - a quiz, a Q&A around a related picture?. Better still: get the students coming up with their own quiz questions!
2. Present new material in small steps, allowing time for students to ask questions and discuss it. Talk through an example as a class. Allow time for students to ask questions and discuss it.
3. Give the students time to practise applying the knowledge or skill in groups or pairs.
4. Visit them as they work, correcting misconceptions and offering help where needed.
5. Invite the whole class to talk about their work and involve them in a discussion which encourages them to assess the quality of it.
6. Give the students time to practise again - perhaps this time on their own.
7. Ask the students to talk about their work with a partner and note down two things they like about it and one thing they could do to try and improve it ('Two stars and a wish').

Next lesson starter activity: share the targets the children wrote for themselves at the end of the previous lesson. If there are common trends, address them at the front on the board.

# Your mission:

Keep Standard 3: Demonstrating good subject and curriculum knowledge in your mind as this month's theme.

Reference it in all of these:

- ★ Your learning journal entries A & B
- ★ Your observations of others
- ★ Your lesson plans
- ★ Please complete your TLA checklist to reflect on your progress this month

Our next TLA check-in is on **Wednesday 17 July** at 4pm. It's the last one of the year!  
See you then!

Any questions?

