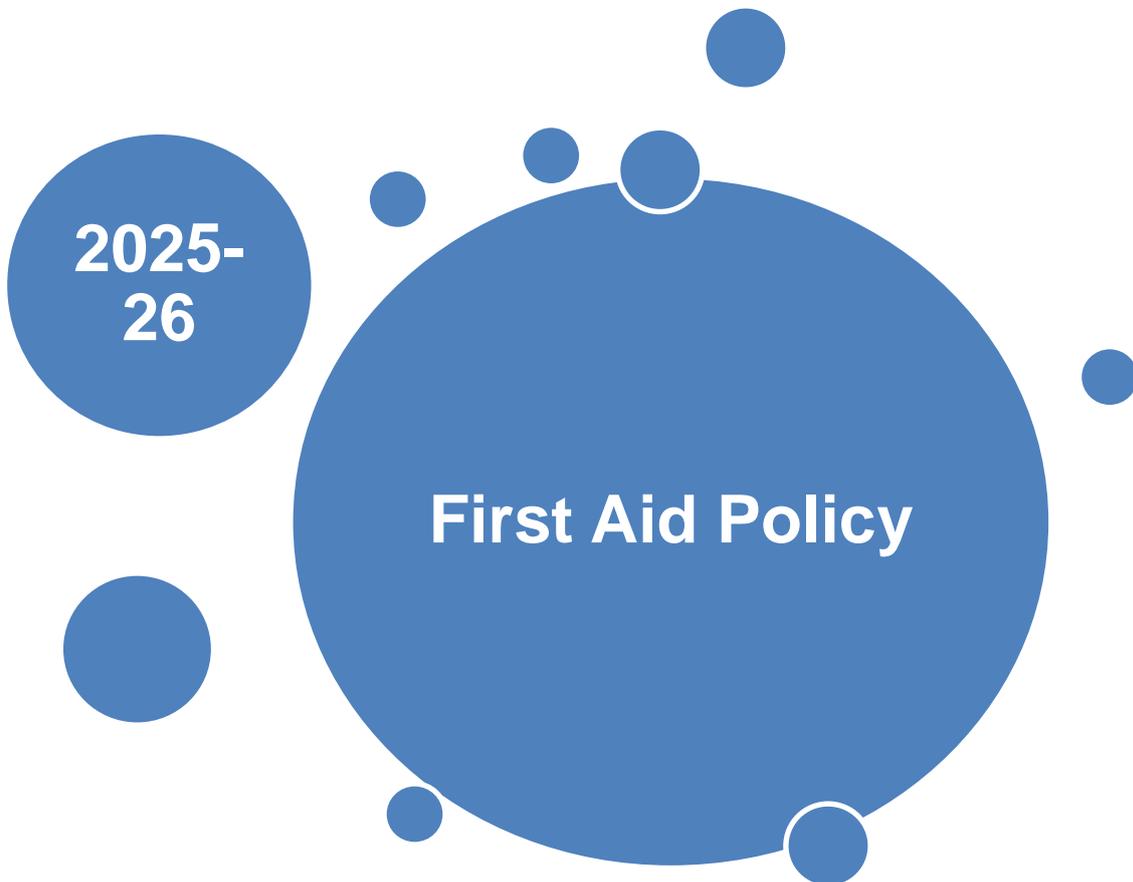


The ContinU Plus Academy



Contents

1. Aims
2. Early career teacher induction transitional arrangements
3. Legislation and statutory guidance
4. The ECT induction programme
5. Early career framework
6. Roles and responsibilities
7. Mentoring arrangements
8. Links with other policies

1. Aims

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities with regards to health and safety
- Provide a framework for responding to an incident and recording and reporting the outcomes

2. Legislation

This policy is based on advice from the Department for Education on [first aid in schools](#) and [health and safety in schools](#), and guidance from the Health and Safety Executive (HSE) on [incident reporting in schools](#), and the following legislation:

- [The Health and Safety \(First-Aid\) Regulations 1981](#), which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees
- [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- [Social Security \(Claims and Payments\) Regulations 1979](#), which set out rules on the retention of accident records
- [The School Premises \(England\) Regulations 2012](#), which require that suitable space is provided to cater for the medical and therapy needs of pupils

- [The Education \(Independent School Standards\) Regulations 2014](#), which require that suitable space is provided to cater for the medical and therapy needs of pupils

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 Appointed person(s) and first aiders

The school's appointed persons are Tracey Roberts, Elliot Caswell-James, Sarah Brooks, Samantha Tibbetts, Mark Cox and Ashlee Whale. They are responsible for:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits
- Ensuring that an ambulance or other professional medical help is summoned when appropriate

First aiders are trained and qualified to carry out the role (see section 7) and are responsible for:

- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report on the same day as, or as soon as is reasonably practicable after, an incident (see the template in appendix 2)
- Keeping their contact details up to date

Our school's appointed person or first aiders are listed in appendix 1. Their names will also be displayed prominently around the school site.

3.2 The governing board

The governing board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the headteacher and staff members.

3.3 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that an appropriate number of appointed persons and/or trained first aid personnel are present in the school at all times
- Ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role
- Ensuring all staff are aware of first aid procedures
- Ensuring appropriate risk assessments are completed and appropriate measures are put in place
- Undertaking, or ensuring that managers undertake, risk assessments, as appropriate, and that appropriate measures are put in place
- Ensuring that adequate space is available for catering to the medical needs of pupils
- Reporting specified incidents to the HSE when necessary (see section 6)

3.4 Staff

Due to the nature of being an alternative provision school, we have more staff as qualified first aiders. There are more staff as First Aid at Work trained and other staff with Emergency First Aid. This assists with offsite activities and educating pupils.

School staff are responsible for:

- Ensuring they follow first aid procedures
- Ensuring they know who the first aiders and/or appointed person in school are
- Completing accident reports (see appendix 2) for all incidents they attend to where a first aider/appointed person is not called
- Informing the headteacher or their manager of any specific health conditions or first aid needs

4. First aid procedures

4.1 In-school procedures

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on the scene until help arrives
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents
- If emergency services are called, the office staff will contact parents immediately
- The first aider/relevant member of staff will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury

4.2 Off-site procedures

When taking pupils off the school premises, staff will ensure they always have the following:

- A school mobile phone
- A portable first aid kit including
- Information about the specific medical needs of pupils
- Parents' contact details

When transporting pupils using a minibus or other large vehicle, the school will make sure the vehicle is equipped with a clearly marked first aid box

Risk assessments will be completed by the trip leader prior to any educational visit that necessitates taking pupils off school premises.

There will always be at least 1 first aider on school trips and visits.

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher - Sara Devo (SD) and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Prince Henry's Teaching School Hub, our 'appropriate body'.

4.1 Posts for induction

At ContinU Plus Academy each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor/mentor – Tracey Roberts (TR), who will have qualified teacher status (QTS)
 - *The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles.*
 - *In the circumstances at ContinU Plus Academy the Induction Tutor will be fulfilled by the same member of staff.*
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

At the ContinU Plus Academy we support ECTs with:

- Their designated induction tutor/Mentor (TR), who will provide day-to-day monitoring and support, and co-ordinate their assessments, provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the headteacher (SD) or the ECT's induction tutor (TR).

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher (SD) will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher (SD), induction tutor (TR) and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher (SD) should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher (SD) will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Early Career Framework

The Initial Teacher Training and Early Career Framework (ITTECF) underpins an entitlement to additional support and continued professional development for NQT's in the first two years of their career.

5.1 The Five Core Areas

The content of the ITTECF has been designed to build upon, and complement, early career teachers' initial teacher education. It is intended to support them to develop in five core area:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional Behaviours

5.2 How does it link to the teachers' standards?

In order to align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- **High Expectations** (Standard 1 – Set high expectations)
- **How Pupils Learn** (Standard 2 – Promote good progress)

- **Subject and Curriculum** (Standard 3 – Demonstrate good subject and curriculum knowledge)
- **Classroom Practice** (Standard 4 – Plan and teach well-structured lessons)
- **Adaptive Teaching** (Standard 5 – Adapt teaching)
- **Assessment** (Standard 6 – Make accurate and productive use of assessment)
- **Managing Behaviour** (Standard 7 – Manage behaviour effectively)
- **Professional Behaviours** (Standard 8 – Fulfil wider professional responsibilities)

5.3 How is the Initial Teacher Training and Early Career Framework broken down?

As you access this online professional development tool, you will notice that each standard is broken down into two types of content, 'Learn that...' and 'Learn how to...'

The 'Learn that...' statements are key statements that have been drawn from current high-quality evidence from the UK and overseas around ECT knowledge. The 'Learn how to...' statements give practical guidance on the skills that the ECTs should be supported to develop.

5.4 How does the ITTECF align with the Ambition Institute Early Career Framework Programme?

The programme is composed of three strands. A strand is the sequenced content that a newly qualified teacher will work through over the period of roughly a term. Each strand has a core focus: mainly Behaviour, Instruction, or Subject. Each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation.

Each strand is composed of 12 modules: one overview module and eleven core modules. These are designed to be worked through on a weekly rhythm. Each module has three associated development areas. Teacher improvement works best when it is focused on changing one aspect of practice at a time -- participants work on a maximum of one development area per week as part of the coaching process. To ensure lasting changes in practice, teachers remain on a strand for the duration of the term. This ensures that teachers have the necessary time to practice and habitualise changes to their classroom practice.

6. Roles and responsibilities

6.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review

- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

6.2 Role of the headteacher

At the ContinU Plus Academy the headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes

- Keep all relevant documentation, evidence and forms on file for 6 years

6.3 Role of the induction tutor/mentor

At the ContinU Plus Academy the induction tutor/mentor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ITTECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

6.5 Role of the governing board

At ContinU Plus Academy the governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

7. Monitoring arrangements

This policy will be reviewed **annually**. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Pay

A policy summary is included in the ContinU Plus Academy's Prospectus and the Early Career Teacher Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created: June 2022 - reviewed and adapted annually

Member of Staff Responsible: Tracey Roberts (Assistant Headteacher)

Review Date: June 2026

Signed: (Headteacher) (Date)

Signed: (Chair of Governors) (Date)

Appendix 1



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The yearly sequence

Year 1 – Strand 1 (Autumn) Behaviour

Week	Study and Coaching	Onsite Programme
1	B1 Strand fundamentals and contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working	
2	B2 Routines Explores effective routines, the role of classroom environment and its connection learning	RAISE routines, basics, task sheets
3	B3 Instructions Shares role of high-quality instructions and how to plan and reinforce them	
4	B4 Directing attention Examines monitoring and reinforcing expectations with praise, voice and movements	Use of praise
5	B5 Low-level disruption Focuses on managing low-level disruption to learning and how to maintain a positive environment	Low level disruption
6	B6 Consistency Explores how teacher consistency builds a positive learning experience	Consistent routines
7	B7 Positive learning environment Focuses on the classroom culture required for pupils to learn effectively	Positive learning environments
8	B8 Structured support of learning Shares the link between success, behaviour and grain size	
9	B9 Challenge Explores the role challenge plays in pupil behaviour	
10	B10 Independent practice Considers the link between successful independent practice and expectations, routines and feedback	
11	B11 Pairs and groups Focuses on how to make paired and group work successful through expectations, routines and culture	
12	B12 Upholding high expectations	

	Focuses on how to make paired and group work successful through expectations, routings and culture	
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Year 1 – Strand 2 (Spring) Instruction

Week	Study and Coaching
1	L1 Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working
2	L2 Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment
3	L3 Instruction for memory Considers how teaching can support lasting change in pupils
4	L4 Prior knowledge Examines the implications prior knowledge and misconception have on instruction
5	L5 Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help
6	L6 Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils
7	L7 Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching
8	L8 Explicit teaching Explores explicit teaching across a lesson/unit of learning
9	L9 Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them
10	L10 Questioning Looks at how effective questions can deepen and extend pupil thinking
11	L11 Classroom talk Explores how classroom talk can help to develop pupils' mental models
12	L12 Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction

Year 1 – Strand 3 (Summer) Subject

Week	Study and Coaching
1	S1 Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working
2	S2 Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupil to learn

3	S3 Types of knowledge Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects
4	S4 Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions
5	S5 Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates
6	S6 Promoting deep thinking Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge
7	S7 Developing pupils' literacy Explores the carrying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy
8	S8 Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content
9	S9 Assessing for formative purposes Examines the link between learning goals, formative and summative assessments
10	S10 Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments
11	S11 Adapting lessons to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils
12	S12 Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding

Year 2 – Sequence for the whole year

Week	Study and Coaching
HT 1	Behaviour Continue strand or revisit priority modules, conducting 'further reading' where possible
HT 2	
HT 3	Instruction Continue strand or revisit priority modules, conducting 'further reading' where possible
HT 4	
HT 5	L5 Teacher exposition Continue strand or revisit priority modules, conducting 'further reading' where possible
HT 6	