

A digital library, now mapped to the Early Career Framework

1

High Expectations

Set high expectations

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-101	Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	<ul style="list-style-type: none"> Attachment Code of Conduct Considerate Form Tutor Grey and Invisible Students Independent Learning Managing Behaviour Reading and Phonics Supporting Adopted Children The EYFS Framework Trauma and ACEs Understanding Autism Understanding Dyslexia 	<ul style="list-style-type: none"> Strategies for staff Relationships Considerate of others Changing practice Introduction Introduction, Background, Relationships, Praise Introduction, Continued learning Introduction Key aspects, Effective learning Hope and recovery What works? What is it like to have dyslexia?, A classroom approach
LT-102	Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	<ul style="list-style-type: none"> Academic Literacy Broader Curriculum: Early Career Code of Conduct Considerate Form Tutor Managing Behaviour Primary PE Promoting Inclusion Reading and Phonics Resilient Learners Rich Texts Socially Inclusive Classroom Supporting EAL Learners Supporting HPA Students Supporting SLCN: EY The EYFS Framework 	<ul style="list-style-type: none"> Starting at the finish, Quick fixes Your role Relationships Considerate of context, Considerate of others, Considerate of time Introduction, Background, Your classroom, Relationships, Praise Effective teaching & learning In practice Continued learning Getting it wrong, Moving forward Reading for Pleasure Your classroom What can teachers do? Summary Developing appropriate interactions Key aspects

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-103	Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	<p>Academic Literacy</p> <p>Active Questioning</p> <p>Active Reading</p> <p>Assessment for Learning</p> <p>Broader Curriculum: Early Career</p> <p>Computer Science at KS3</p> <p>Developing Comprehension</p> <p>Embrace Challenge</p> <p>Grey and Invisible Students</p> <p>Lesson Design</p> <p>Marking and Feedback</p> <p>Primary PE</p> <p>Promoting Inclusion</p> <p>Reading and Phonics</p> <p>Reflective Practice</p> <p>Resilient Learners</p> <p>Supporting Adopted Children</p> <p>Supporting HPA Students</p> <p>Understanding ADHD</p>	<p>How to teach it, Quick fixes</p> <p>Introduction, How it works, In practice</p> <p>DARTs</p> <p>Applying AfL in your classroom</p> <p>Your role</p> <p>Curriculum</p> <p>Practical steps</p> <p>Introduction, What is effective challenge?, Having high expectations</p> <p>The benefits, Measuring impact</p> <p>Objectives and outcomes</p> <p>Feedback</p> <p>Effective teaching & learning</p> <p>In practice</p> <p>Continued learning</p> <p>Pupils understanding their learning</p> <p>Mindset and resilience</p> <p>Role & responsibilities</p> <p>What is HPA?</p> <p>Strategies</p>
LT-104	Setting clear expectations can help communicate shared values that improve classroom and school culture.	<p>Beat Bullying</p> <p>Considerate Form Tutor</p> <p>Embrace Challenge</p> <p>Equality and Diversity</p> <p>Lesson Design</p> <p>Managing Behaviour</p> <p>Primary Maths</p> <p>Primary PE</p> <p>Supporting EAL Learners</p> <p>Supporting HPA Students</p> <p>Talk for Learning</p> <p>The EYFS Framework</p> <p>Year 7 Transitions</p>	<p>Statutory responsibilities, Implementing change</p> <p>Considerate of context</p> <p>Having high expectations</p> <p>Ethos and impact</p> <p>Objectives and outcomes, Planning for good behaviour</p> <p>Getting started, Your classroom, Intervention, Low level disruption</p> <p>Talk in the classroom</p> <p>Effective teaching & learning, Learning intentions & outcomes</p> <p>What can pupils do? Conclusion and checklist</p> <p>Learning environment</p> <p>Questioning, Group work</p> <p>Key aspects, Learning & development, Early Learning Goals</p> <p>Expectations and boundaries</p>

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-105	A culture of mutual trust and respect supports effective relationships.	Code of Conduct Considerate Form Tutor Equality and Diversity Grey and Invisible Students Managing Behaviour Partnerships with Parents Promoting Inclusion Preventing Radicalisation Resilient Learners Supporting EAL Learners The EYFS Framework	Personal professional standards Considerate of context, Considerate of others, Considerate of time Ethos and impact Changing practice Getting started, Your classroom, Relationships, Low level disruption Importance In practice Culture and community Getting it wrong, Moving forward What can pupils do? Key aspects
LT-106	High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	Academic Literacy Broader Curriculum: Early Career Embrace Challenge ICT in the Classroom Promoting Inclusion Reading and Phonics Supporting Adopted Children Supporting EAL Learners Socially Inclusive Classroom Study Skills Supporting SLCN: EY Supporting SLCN: Primary The EYFS Framework Understanding Dyslexia	Introduction, Academic literacy, Starting at the finish, Quick fixes Broad and balanced Having high expectations, Conclusion Approaches Narrowing the gap, Inclusive pedagogy, In practice Introduction, Teaching methods, Continued learning Role & responsibilities Challenges for EAL learners, What can pupils do?, Conclusion and checklist History of education, Role of education Why are study skills important?, Metacognition The extent of the problem The extent of the problem Learning & development, Early Learning Goals What is it like to have dyslexia?, Reading and spelling, Writing and study skills, Early identification

2

How Pupils Learn

Promote good progress

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-201	Learning involves a lasting change in pupils' capabilities or understanding.	Academic Literacy Embrace Challenge Engagement ICT in the Classroom Misconceptions in Science Primary Geography Primary History Primary PE Reading and Phonics Resilient Learners Retrieval Practice Science Practicals Storytelling Supporting HPA Students Supporting SLCN: EY Supporting SLCN: Primary Understanding Dyslexia The EYFS Framework	Academic literacy, Maintaining it Having high expectations, Effective questioning, Conclusion Approaches Dealing with misconceptions The changing world around us Developing challenge Effective teaching & learning Continued learning Mindset and resilience, Getting it wrong Types of retrieval Why we do practical work Importance of storytelling Learning environments The extent of the problem The extent of the problem Reading and spelling, Writing and study skills, Memory and processing speed What is the EYFS?, Early Learning Goals
LT-202	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.	Broader Curriculum: Early Career Cognitive Load Embrace Challenge Engagement Misconceptions in Science Primary Maths Primary Science Retrieval Practice Secondary History Supporting HPA Students	Your role Limitations of the brain What is effective challenge? Key aspects, The engaging classroom How misconceptions arise, Dealing with misconceptions Fluency in maths, Derived facts Learning Types of retrieval Teaching and learning Classroom strategies

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-203	An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	<p>Embrace Challenge</p> <p>Inspiring Images</p> <p>Primary Maths</p> <p>Retrieval Practice</p> <p>Supporting HPA Students</p> <p>Understanding Dyslexia</p>	<p>Having high expectations, Effective questioning</p> <p>In the classroom</p> <p>Fluency in maths</p> <p>Types of retrieval, Recall failure</p> <p>Learning environment</p> <p>What is dyslexia?, Memory and processing speed</p>
LT-204	Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	<p>Broader Curriculum: Early Career</p> <p>Cognitive Load</p> <p>Reading and Phonics</p> <p>Retrieval Practice</p> <p>Understanding Dyslexia</p>	<p>Your role</p> <p>Limitations of the brain, Limitations of the theory</p> <p>The complex code</p> <p>Types of retrieval, Practising memory recall, Recall failure</p> <p>Reading and spelling, Writing and study skills, Memory and processing speed</p>
LT-205	Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	<p>Embrace Challenge</p> <p>Misconceptions in Science</p> <p>Retrieval Practice</p>	<p>Having high expectations, Effective questioning</p> <p>Dealing with misconceptions</p> <p>Types of retrieval</p>
LT-206	Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	<p>Broader Curriculum: Early Career</p> <p>Cognitive Load</p> <p>Developing Comprehension</p> <p>Engagement</p> <p>Misconceptions in Science</p> <p>Primary Maths</p> <p>Reading and Phonics</p> <p>Retrieval Practice</p>	<p>Your role</p> <p>Limitations of the brain, Limitations of the theory</p> <p>Practical steps</p> <p>Moving forward</p> <p>How misconceptions arise</p> <p>Talk in the classroom, Derived facts</p> <p>Continued learning</p> <p>Recall failure</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-207	Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.	<p>Academic Literacy</p> <p>Cognitive Load</p> <p>Developing Comprehension</p> <p>Effective Lesson Planning</p> <p>Engagement</p> <p>Inspiring Images</p> <p>Misconceptions in Science</p> <p>Primary Maths</p> <p>Reading and Phonics</p> <p>Retrieval Practice</p> <p>Science Exams</p> <p>Secondary History</p> <p>Study Skills</p>	<p>How to teach it, Maintaining it, Quick fixes</p> <p>Limitations of the brain, Practical applications, Limitations of the theory</p> <p>Building key skills, Partnering with parents</p> <p>Objectives and sequences, Lesson formulas</p> <p>Key aspects</p> <p>Why use images?</p> <p>Dealing with misconceptions</p> <p>Fluency in maths</p> <p>Continued learning</p> <p>Improving memory, Practising memory recall</p> <p>Preparing students for exams</p> <p>Structuring school history, Teaching and learning</p> <p>Teaching study skills, Metacognition</p>
LT-208	Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.	<p>Cognitive Load</p> <p>Engagement</p> <p>Inspiring Images</p> <p>Primary Science</p> <p>Reading into Writing</p> <p>Retrieval Practice</p> <p>Secondary History</p> <p>Understanding Dyslexia</p>	<p>Limitations of the brain, Limitations of the theory</p> <p>Key aspects</p> <p>In the classroom</p> <p>Learning</p> <p>Fluency and comprehension</p> <p>Improving memory</p> <p>Structuring school history, Teaching and learning</p> <p>Memory and processing speed</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-209	Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	Engagement Grammar for Writing Improving Boys' Writing Improving Writing Primary Maths Primary Science Science Enquiry Study Skills	Key aspects Nouns, Prepositional phrases, LEAD principles Drafting and editing Modelling writing Talk in the classroom, Manipulatives, Concrete, pictorial, abstract Learning Sequential thinking Teaching study skills

3 Subject and Curriculum

Demonstrate good subject and curriculum knowledge

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-301	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.	Broader Curriculum: Early Career Effective Lesson Planning Embrace Challenge Equality and Diversity Primary Geography Primary History Primary Maths Primary PE Primary Science Promoting Inclusion Rich Texts Secondary History Teaching Creative Writing Teaching Poetry Teaching the Class Novel Teaching Shakespeare The EYFS Framework	Broad and balanced Objectives and sequences Having high expectations Equality legislation Planning and assessment National curriculum Fluency in maths Defining the PE agenda, Effective teaching & learning Learning, National curriculum Inclusive pedagogy Teaching reading strategies Conceptualising school history Writing poetry What is the EYFS? The EYFS Framework

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-302	Secure subject knowledge helps teachers to motivate pupils and teach effectively.	Broader Curriculum: Early Career	Broad and balanced, Your role
		Cognitive Load	Limitations of the brain, Practical applications
		Developing Comprehension	Comprehension, Inference, Deduction, Building key skills
		Grammar for Writing	Approach, LEAD principles
		Misconceptions in Science	Biology, Chemistry, Physics
		Primary Geography	Planning and assessment, Fieldwork, Sustainability
		Primary History	National curriculum, Developing challenge
		Primary Maths	Building confidence in maths, Derived facts
		Primary Science	Learning, National curriculum
		Secondary History	Structuring school history, Teaching and learning
		Teaching Creative Writing	
		Teaching Non-Fiction	
		Teaching Poetry	
Teaching Shakespeare			
Teaching the Class Novel			
LT-303	Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	Broader Curriculum: Early Career	Your role
		Developing Comprehension	Comprehension, Inference, Deduction, Building key skills
		Effective Lesson Planning	Lesson formulas
		Embrace Challenge	What is effective challenge?, Having high expectations, Effective questioning
		Grammar for Writing	Nouns
		Primary Geography	Little geographers, Planning and assessment
		Primary History	National curriculum, Developing challenge
		Primary Maths	Fluency in maths, Derived facts
		Primary Science	National curriculum
		Reading and Phonics	Teaching methods, Developing print awareness, Letters for phonics, The complex code
		Understanding Dyslexia	Reading and spelling

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-304	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.	<p>Broader Curriculum: Early Career</p> <p>Misconceptions in Science</p> <p>Primary History</p> <p>Primary Maths</p> <p>Primary Science</p> <p>Reading and Phonics</p>	<p>Your role</p> <p>National curriculum</p> <p>Building confidence in maths, Fluency in maths, Derived facts</p> <p>Learning</p> <p>Why is learning to read difficult? Continued learning</p>
LT-305	Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	<p>Broader Curriculum: Early Career</p> <p>Developing Comprehension</p> <p>Embrace Challenge</p> <p>Grammar for Writing</p> <p>Misconceptions in Science</p> <p>Primary Geography</p> <p>Primary History</p> <p>Primary Maths</p> <p>Primary Science</p> <p>Science Exams</p> <p>Science Practicals</p> <p>Secondary History</p> <p>Teaching the Class Novel</p> <p>Teaching Creative Writing</p> <p>Teaching Non-Fiction</p>	<p>Your role</p> <p>Comprehension, Inference, Deduction, Building key skills, Partnering with parents</p> <p>Having high expectations, Effective questioning</p> <p>Nouns, Prepositional phrases</p> <p>Biology, Chemistry, Physics</p> <p>Little geographers, The changing world around us, Fieldwork, Sustainability, Choosing resources</p> <p>National curriculum, Choosing resources</p> <p>Fluency in maths, Manipulatives, Concrete, pictorial, abstract</p> <p>National curriculum</p> <p>Preparing students for exams</p> <p>Planning for practical work</p> <p>Structuring school history, Teaching and learning</p> <p>Developing reading skills, Understanding context, Writing about the novel</p> <p>Narrative structure, Narrative features, Descriptive writing techniques, Improving descriptions, Editing and proofreading</p> <p>Introducing non-fiction, Reading and writing non-fiction</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-306	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.	<p>Broader Curriculum: Early Career Embrace Challenge</p> <p>Primary Geography</p> <p>Primary History Primary Maths</p> <p>Primary Science Science Enquiry Secondary History Talk for Learning</p>	<p>Your role</p> <p>Having high expectations, Effective questioning</p> <p>Little geographers, The changing world around us, Planning and assessment</p> <p>Assessment, Developing challenge</p> <p>Manipulatives, Concrete, pictorial, abstract, Fluency in maths, Derived facts</p> <p>National curriculum</p> <p>Applications and ethics</p> <p>Teaching and learning</p> <p>Questioning</p>
LT-307	In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or 'schemata'); carefully sequencing teaching to facilitate this process is important.	<p>Broader Curriculum: Early Career Cognitive Load</p> <p>Developing Comprehension</p> <p>Effective Lesson Planning Embrace Challenge Engagement Primary Geography</p> <p>Primary History Primary Maths</p> <p>Primary Science Reading and Phonics</p> <p>Reading into Writing</p> <p>Retrieval Practice</p> <p>Secondary History</p> <p>Supporting EAL Learners Supporting HPA Students Supporting SLCN: Primary</p>	<p>Your role</p> <p>Limitations of the brain, Practical applications</p> <p>Comprehension, Inference, Deduction, Building key skills</p> <p>Lesson ideas, Lesson formulas</p> <p>What is effective challenge?</p> <p>Key aspects</p> <p>Planning and assessment, Fieldwork, Sustainability</p> <p>Developing challenge</p> <p>Manipulatives, Concrete, pictorial, abstract, Fluency in maths, Derived facts</p> <p>National curriculum, Planning</p> <p>Sounds for phonics, Letters for phonics, The complex code</p> <p>Fluency and comprehension, Enriching vocabulary</p> <p>Types of retrieval, Practising memory recall</p> <p>Structuring school history, Teaching and learning</p> <p>Additional ideas for primary</p> <p>Classroom strategies</p> <p>Developing sequencing skills</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-308	Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.	Broader Curriculum: Early Career Cognitive Load Embrace Challenge Primary Geography Primary History Primary Maths Primary Science	Your role Limitations of the brain What is effective challenge? Planning and assessment National curriculum, Assessment, Developing challenge Fluency in maths, Derived facts National curriculum
LT-309	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.	Developing Comprehension Primary Geography Reading and Phonics Reading into Writing Science Exams Supporting SLCN: EY Supporting SLCN: Primary The EYFS Framework Understanding Dyslexia	Comprehension, Inference, Deduction Little geographers Introduction, Why is learning to read difficult?, Teaching methods, Sounds for phonics, Letters for phonics, Continued learning Fluency and comprehension, Applied grammar & punctuation, Enriching vocabulary, Reading their own writing Obstacles to student success The extent of the problem The extent of the problem Learning & development, Early Learning Goals Reading and spelling, Early identification, A classroom approach

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-310	Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	<p>Academic Literacy</p> <p>Developing Comprehension</p> <p>Grammar for Writing</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Inspiring Images</p> <p>Lesson Design</p> <p>Marking and Feedback</p> <p>Primary Geography</p> <p>Primary PE</p> <p>Primary Science</p> <p>Reading and Phonics</p> <p>Reading into Writing</p> <p>Rich Texts</p> <p>Secondary History</p> <p>Storytelling</p> <p>Supporting EAL Learners</p> <p>The EYFS Framework</p> <p>Understanding Dyslexia</p> <p>Working with TAs</p>	<p>Academic literacy, How to teach it, Maintaining it</p> <p>Comprehension, Inference, Deduction, Building key skills</p> <p>Drafting and editing, Talk for writing, Reading for writing</p> <p>Talk for writing, Linking reading and writing, Modelling writing, Writing frames</p> <p>Why use images?</p> <p>Planning for literacy skills</p> <p>What, when and how much?</p> <p>Little geographers</p> <p>Effective teaching & learning</p> <p>Learning</p> <p>Teaching methods, Sounds for phonics, Letters for phonics, Continued learning</p> <p>Fluency and comprehension, Planning and composing writing</p> <p>Reading for pleasure, Richer reading and writing, Teaching reading strategies, Reading talk</p> <p>Teaching and learning</p> <p>Importance of storytelling</p> <p>What can teachers do?, Additional ideas for primary</p> <p>Learning & development</p> <p>Reading and spelling, Writing and study skills, A classroom approach</p> <p>Delivering the lesson</p>

4

Classroom Practice

Plan and teach well structured lessons

Standard	Learn that..	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-401	Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	Academic Literacy	Academic literacy, Starting at the finish
		Engagement	
		Inspiring Images	Why use images?, In the classroom
		Primary Maths	Building confidence in maths, Talk in the classroom, Fluency in maths
		Primary PE	Effective teaching & learning
		Reading and Phonics	Continued learning
		Resilient Learners	Mindset and resilience, The importance of language, Getting it wrong, Moving forward
		Science Practicals	Why we do practical work
		Storytelling	Importance of storytelling
		Supporting HPA Students	What is HPA?, Learning environment, Classroom strategies
Talk for Learning	Questioning, Group work		
LT-402	Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Broader Curriculum: Early Career	Your role
		Cognitive Load	Limitations of the brain, Practical applications
		Computer Science at KS3	Strategy for programming; Moving forward
		Effective Lesson Planning	Lesson formulas
		Engagement	Key aspects
		Grammar for Writing	LEAD principles
		Lesson Design	Pedagogy and structure
		Primary Maths	Manipulatives, Concrete, pictorial, abstract, Fluency in maths
		Primary Science	Learning, National curriculum, Planning
		Reading into Writing	Planning and composing writing, Applied grammar & punctuation, Enriching vocabulary
		Rich Texts	Planning with rich texts
		Supporting EAL Learners	What can teachers do?
		Supporting SLCN: Primary	Developing sequencing skills

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-403	Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	<p>Academic Literacy</p> <p>Active Reading</p> <p>Broader Curriculum: Early Career</p> <p>Developing Comprehension</p> <p>Engagement</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Inspiring Images</p> <p>Lesson Design</p> <p>Primary History</p> <p>Primary Maths</p> <p>Reading and Phonics</p> <p>Reading into Writing</p> <p>Science Enquiry</p> <p>Science Practicals</p> <p>Secondary History</p> <p>Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>Teaching Creative Writing</p>	<p>Starting at the finish, How to teach it, Maintaining it</p> <p>DARTs</p> <p>Your role</p> <p>Deduction, Building key skills</p> <p>Key aspects, The engaging classroom</p> <p>Planning for writing, Talking for writing, Reading for writing, Using ICT to support writing, Moving forward</p> <p>Linking reading and writing, Modelling writing, Writing frames</p> <p>Pedagogy and structure</p> <p>Assessment</p> <p>Manipulatives, Concrete, pictorial, abstract</p> <p>Sounds for phonics, Continued learning</p> <p>Planning and composing writing, Reading their own writing</p> <p>Creative thinking</p> <p>Planning for practical work, Managing practicals</p> <p>Teaching and learning</p> <p>Receptive language difficulties, Expressive language difficulties, Developing appropriate interactions</p> <p>Receptive language difficulties, Expressive language difficulties, Developing sequencing skills</p> <p>Descriptive writing techniques, Editing and proofreading</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-404	Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	<p>Academic Literacy</p> <p>Active Reading</p> <p>Effective Lesson Planning</p> <p>Engagement</p> <p>Grammar for Writing</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Independent Learning</p> <p>Primary Maths</p> <p>Primary Science</p> <p>Reading and Phonics</p> <p>Reading into Writing</p> <p>Science Enquiry</p> <p>Science Practicals</p> <p>Study Skills</p> <p>Supporting EAL Learners</p> <p>Teaching Non-Fiction</p> <p>Working with TAs</p>	<p>Academic literacy, Starting at the finish, How to teach it, Maintaining it</p> <p>Making notes</p> <p>Objectives and sequences</p> <p>Key aspects</p> <p>LEAD principles</p> <p>Planning for writing</p> <p>Writing frames</p> <p>Developing independence</p> <p>Manipulatives, Concrete, pictorial, abstract</p> <p>Learning</p> <p>Sounds for phonics, Continued learning</p> <p>Planning and composing writing, Applied grammar & punctuation, Enriching vocabulary, Reading their own writing</p> <p>Evaluative skills</p> <p>Planning for practical work</p> <p>Teaching study skills</p> <p>What can teachers do?</p> <p>Introducing non-fiction, Reading and writing non-fiction</p> <p>Delivering the lesson</p>
LT-405	Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	<p>Academic Literacy</p> <p>Active Reading</p> <p>Broader Curriculum: Early Career</p> <p>Engagement</p> <p>Grammar for Writing</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Primary PE</p> <p>Primary Science</p> <p>Promoting Inclusion</p> <p>Reading into Writing</p>	<p>How to teach it, Maintaining it</p> <p>Making notes</p> <p>Your role</p> <p>Key aspects</p> <p>Writing climate, Your subject knowledge</p> <p>Planning for writing, Drafting and editing, Reading for writing</p> <p>Linking reading and writing; Effective feedback</p> <p>Effective teaching & learning, Learning intentions & outcomes</p> <p>Learning, National curriculum</p> <p>In practice</p> <p>Planning and composing writing</p>

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-405 <i>continued</i>	Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	<p>Science Enquiry</p> <p>Study Skills</p> <p>Supporting HPA Students</p> <p>Teaching Creative Writing</p> <p>Teaching Shakespeare</p>	<p>Introduction, Sequential thinking, Evaluative skills, Creative thinking</p> <p>Teaching study skills, Metacognition</p> <p>Learning environment, Classroom strategies</p> <p>Narrative structure</p> <p>Writing about Shakespeare</p>
LT-406	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.	<p>Academic Literacy</p> <p>Active Questioning</p> <p>Assessment for Learning</p> <p>Broader Curriculum: Early Career</p> <p>Developing Comprehension</p> <p>Effective Lesson Planning</p> <p>Embrace Challenge</p> <p>Engagement</p> <p>ICT in the Classroom</p> <p>Improving Boys' Writing</p> <p>Independent Learning</p> <p>Marking and Feedback</p> <p>Misconceptions in Science</p> <p>Primary History</p> <p>Primary PE</p> <p>Primary Science</p> <p>Reading into Writing</p> <p>Resilient Learners</p> <p>Rich Texts</p> <p>Science Enquiry</p> <p>Study Skills</p> <p>Supporting HPA Students</p> <p>Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>Talk for Learning</p> <p>Understanding Dyslexia</p>	<p>How to teach it</p> <p>Introduction, How it works, Techniques, In practice</p> <p>Applying AfL in your classroom</p> <p>Your role</p> <p>Deduction, Developing questioning</p> <p>Lesson ideas</p> <p>What is effective challenge?, Effective questioning</p> <p>Key aspects</p> <p>Approaches</p> <p>Talk for writing</p> <p>Developing independence</p> <p>Assessment, What, when and how much?, Pupil response to feedback</p> <p>Dealing with misconceptions, Physics</p> <p>Assessment, Developing challenge</p> <p>Effective teaching & learning, Effective questioning</p> <p>Learning</p> <p>Fluency and comprehension</p> <p>The importance of language</p> <p>Reading talk</p> <p>Sequential thinking</p> <p>Metacognition</p> <p>Classroom strategies</p> <p>What is SLCN?, Expressive language difficulties, Developing appropriate interactions</p> <p>What is SLCN?</p> <p>Expressive language difficulties</p> <p>Questioning</p> <p>Teaching reading</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-407	High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	<p>Academic Literacy</p> <p>Collaborative Learning</p> <p>Developing Comprehension</p> <p>Engagement</p> <p>Grammar for Writing</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Primary Maths</p> <p>Primary Science</p> <p>Reading into Writing</p> <p>Rich Texts</p> <p>Secondary History</p> <p>Storytelling</p> <p>Talk for Learning</p> <p>Understanding Dyslexia</p>	<p>Academic literacy, Starting at the finish, How to teach it</p> <p>Strategies</p> <p>Building key skills</p> <p>Key aspects</p> <p>Writing climate</p> <p>Talk for writing</p> <p>Talk for writing</p> <p>Talk in the classroom</p> <p>Learning</p> <p>Enriching vocabulary</p> <p>Reading talk</p> <p>Teaching and learning</p> <p>Importance of storytelling</p> <p>Questioning, Group work</p> <p>Writing and study skills</p>
LT-408	Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	<p>Cognitive Load</p> <p>Engagement</p> <p>Independent Learning</p> <p>Misconceptions in Science</p> <p>Primary Maths</p> <p>Reading and Phonics</p> <p>Retrieval Practice</p> <p>Science Exams</p> <p>Science Practicals</p> <p>Study Skills</p>	<p>Limitations of the brain, Limitations of the theory</p> <p>Key aspects</p> <p>Developing independence</p> <p>Dealing with misconceptions</p> <p>Fluency in maths</p> <p>Teaching methods, The complex code, Continued learning</p> <p>Improving memory, Practising memory recall</p> <p>Preparing for exams</p> <p>Why we do practical work</p> <p>Teaching study skills, Metacognition</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-409	Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	Academic Literacy Active Reading Broader Curriculum: Early Career Collaborative Learning Engagement Improving Boys' Writing Independent Learning Primary PE Primary Science Science Enquiry Science Practicals Supporting HPA Students Talk for Learning Understanding Dyslexia	How to teach it, Quick fixes DARTs, Working collaboratively Your role Strategies Key aspects Planning for writing, Talk for writing Developing independence Effective teaching & learning Learning Applications and ethics Why we do practical work Classroom strategies Group work Reading and spelling
LT-410	How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	Academic Literacy Active Reading Broader Curriculum: Early Career Collaborative Learning Lesson Design Primary Science Reading into Writing Science Exams Science Practicals Talk for Learning	Quick fixes Working collaboratively Your role Strategies Planning for good behaviour Learning Fluency and comprehension Obstacles to student success Why we do practical work Group work
LT-411	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.	First Year of Teaching Independent Learning Marking and Feedback	Time and organisation Homework Main issues, Workload challenge, Effective marking, What, when and how much?

5 Adaptive Teaching

Adapt teaching

Standard	Learn that..	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-501	Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	<p>Alternative Provision</p> <p>Broader Curriculum: Early Career</p> <p>Computer Science at KS3</p> <p>Effective Lesson Planning</p> <p>Equality and Diversity</p> <p>ICT in the Classroom</p> <p>Learning Needs</p> <p>Lesson Design</p> <p>Medical Conditions</p> <p>Primary Maths</p> <p>Primary PE</p> <p>Promoting Inclusion</p> <p>Science Exams</p> <p>Social Needs</p> <p>Supporting EAL Learners</p> <p>Supporting HPA Students</p> <p>Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>The EYFS Framework</p> <p>Understanding ADHD</p> <p>Understanding Autism</p> <p>Understanding Dyslexia</p> <p>Working with TAs</p>	<p>Your role</p> <p>Curriculum</p> <p>Lesson formulas</p> <p>Reasonable adjustments</p> <p>Approaches</p> <p>Challenging behaviour, Gifted and talented, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's</p> <p>Planning for assessment</p> <p>Quality of life</p> <p>Gifted and talented pupils</p> <p>Effective teaching & learning</p> <p>Thinking about inclusion, Inclusive pedagogy</p> <p>Obstacles to student success</p> <p>Challenges for EAL learners</p> <p>What is HPA?, Learning environment</p> <p>The extent of the problem, What is SLCN?, Receptive language difficulties, Expressive language difficulties</p> <p>The extent of the problem, What is SLCN?, Receptive language difficulties, Expressive language difficulties, Developing sequencing skills</p> <p>Key aspects, Learning & development, Early Learning Goals, Effective learning</p> <p>Challenges</p> <p>Social communication, Routines and interests, What works?</p> <p>What is dyslexia?, Reading and spelling, Writing and study skills, Memory and processing speed, A classroom approach</p> <p>Preparation and planning, Delivering the lesson</p>

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-502	Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	<p>Academic Literacy</p> <p>Alternative Provision</p> <p>Broader Curriculum: Early Career</p> <p>Cognitive Load</p> <p>Effective Lesson Planning</p> <p>Equality and Diversity</p> <p>Improving Boys' Writing</p> <p>Improving Writing</p> <p>Learning Needs</p> <p>Lesson Design</p> <p>Medical Conditions</p> <p>Mental Health</p> <p>Primary Maths</p> <p>Promoting Inclusion</p> <p>Reflective Practice</p> <p>Science Exams</p> <p>Science Practicals</p> <p>Secondary History</p> <p>Social Needs</p> <p>Socially Inclusive Classroom</p> <p>Study Skills</p> <p>Supporting EAL Learners</p> <p>Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>Talk for Learning</p> <p>The EYFS Framework</p> <p>Trauma and ACEs</p> <p>Understanding ADHD</p>	<p>Starting at the finish</p> <p>Your role</p> <p>Limitations of the theory</p> <p>Lesson formulas</p> <p>Experiences of discrimination, Reasonable adjustments, Access</p> <p>Introduction, Planning for writing, Talk for writing</p> <p>Writing frames</p> <p>Challenging behaviour, Gifted and talented, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's</p> <p>Planning for literacy skills</p> <p>Quality of life, Support at school</p> <p>Gifted and talented pupils</p> <p>Thinking about inclusion, Getting it right with behaviour, Inclusive pedagogy</p> <p>Understanding your pupils</p> <p>Obstacles to student success</p> <p>Planning for practical work</p> <p>Conceptualising history</p> <p>Your classroom</p> <p>Why are study skills important?</p> <p>Who is an EAL learner?, Challenges for EAL learners</p> <p>The extent of the problem, Receptive language difficulties, Expressive language difficulties</p> <p>The extent of the problem, Receptive language difficulties, Expressive language difficulties</p> <p>Questioning, Group work</p> <p>Key aspects</p> <p>Trauma and ACEs</p> <p>Introduction, Challenges</p>

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-502 <i>continued</i>	Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	Understanding Autism	What is autism?, Social communication, Routines and interests, Sensory differences, What works?
		Understanding Dyslexia	What is dyslexia?, What is it like to have dyslexia?, Reading and spelling, Writing and study skills, Memory and processing speed, Early identification, A classroom approach
		Understanding the Child	Introduction, Family, Wellbeing, Social, Medical
		Year 7 Transitions	Preparation
LT-503	Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	Attachment	Strategies for staff
		Cognitive Load	Limitations of the theory
		Effective Lesson Planning	Lesson formulas
		Learning Needs	Challenging behaviour, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's syndrome
		Lesson Design	Planning for good behaviour, Planning for literacy skills
		Managing Behaviour	Background, Your classroom, Praise, Interventions, Low level disruption
		Medical Conditions	Support at school
		Primary Maths	Gifted and talented pupils
		Promoting Inclusion	Narrowing the gap, Inclusive pedagogy
		Reflective Practice	Understanding your pupils
		Science Exams	Obstacles to student success
		Supporting EAL Learners	What can teachers do?, Additional ideas for primary
		Supporting SLCN: EY	The extent of the problem, Receptive language difficulties, Expressive language difficulties, Developing appropriate interactions
		Supporting SLCN: Primary	The extent of the problem, Receptive language difficulties, Expressive language difficulties, Developing sequencing skills
The EYFS Framework	Key aspects, Learning & development, Early Learning Goals		
Understanding ADHD	Coach approach		
Understanding Dyslexia	Reading and spelling, Writing and study skills, Memory and processing speed, A classroom approach		

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-504	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.	Academic Literacy Active Reading Collaborative Learning Effective Lesson Planning Embrace Challenge Engagement Lesson Design Promoting Inclusion Reading into Writing Supporting EAL Learners Talk for Learning Teaching Poetry	How to teach it DARTs Strategies Lesson formulas What is effective challenge? Key aspects, The engaging classroom Planning for good behaviour, Planning for literacy skills Inclusive pedagogy Reading their own writing What can teachers do? Group work Teaching approaches
LT-505	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.	Active Reading Broader Curriculum: Early Career Collaborative Learning Promoting Inclusion Supporting EAL Learners Talk for Learning	DARTs, Working collaboratively Your role Strategies Inclusive pedagogy What can teachers do? Group work
LT-506	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.	ICT in the Classroom Inspiring Images Primary Maths Primary PE Talk for Learning Teaching Poetry Teaching Shakespeare Teaching the Class Novel	Approaches Talk in the classroom, Manipulatives, Concrete, pictorial, abstract Effective teaching & learning Teaching approaches Active approaches, Drama-style approaches Using drama approaches

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-507	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.	<p>Equality and Diversity Improving Writing Learning Needs</p> <p>Medical Conditions Mental Health Promoting Inclusion</p> <p>Science Exams Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>Trauma and ACEs Understanding ADHD Understanding Autism</p> <p>Understanding Dyslexia</p> <p>Understanding the Child Working with TAs</p>	<p>Reasonable adjustments, Access Writing frames</p> <p>Challenging behaviour, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's</p> <p>Support at school Support</p> <p>Getting it right with behaviour, Inclusive pedagogy</p> <p>Obstacles to student success</p> <p>The extent of the problem, Receptive language difficulties, Expressive language difficulties</p> <p>The extent of the problem, Receptive language difficulties, Expressive language difficulties</p> <p>Supporting young people</p> <p>Wheel of life</p> <p>Social communication, Sensory differences, What works?</p> <p>Reading and spelling, Writing and study skills, Memory and processing speed, Early identification, A classroom approach, Effective intervention</p> <p>Wellbeing, Medical Preparation and planning</p>

6 Assessment

Make accurate and productive use of assessment

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-601	Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Active Questioning Assessment for Learning Effective Lesson Planning Marking and Feedback Primary Geography Primary PE Primary History Primary Science Reflective Practice Supporting SLCN: EY Supporting SLCN: Primary	Techniques The AfL Classroom Lesson formulas Effective marking, Assessment Planning and assessment Assessment, Effective questioning, Assessment for Learning Assessment Assessment Understanding your pupils Receptive language difficulties Receptive language difficulties
LT-602	Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	Active Questioning Marking and Feedback Primary Geography Primary History Primary PE Primary Science	Techniques Effective marking, Assessment Planning and assessment Assessment Assessment for Learning Assessment
LT-603	Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	Academic Literacy Active Questioning Assessment for Learning Broader Curriculum: Early Career Marking and Feedback Primary Geography Primary History Primary PE Primary Science	Quick fixes Techniques What is AfL?, The AfL classroom Your role Effective marking, Assessment Planning and assessment Assessment Assessment for Learning Assessment

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-604	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.	Active Questioning Assessment for Learning Lesson Design Marking and Feedback Primary Geography Primary PE Primary Science Reflective Practice Resilient Learners Trainee Teachers	Techniques What is AfL?, The AfL Classroom Planning for assessment Effective marking, Feedback, Assessment, Pupil response Planning and assessment Assessment for Learning, Feedback Assessment Pupils understanding their learning, Understanding your pupils Designing assessments Marking
LT-605	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.	Active Questioning Assessment for Learning First Year of Teaching Improving Boys' Writing Improving Writing Independent Learning Lesson Design Marking and Feedback Primary PE Reflective Practice Resilient Learners Working with TAs	Techniques Applying AfL in your classroom Marking Effective feedback Effective feedback Developing independence Planning for assessment Effective marking, Non-marking schools, Feedback, Pupil response, Strategies Assessment for Learning, Feedback Understanding your pupils Moving forward Delivering the lesson
LT-606	Over time, feedback should support pupils to monitor and regulate their own learning.	Active Questioning Active Reading Assessment for Learning Improving Writing Independent Learning Marking and Feedback Primary PE	Techniques Making notes What is AfL?, AfL in your classroom Effective feedback Moving forward Effective marking, Feedback, Pupil response Assessment for Learning, Feedback

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-606 <i>continued</i>	Over time, feedback should support pupils to monitor and regulate their own learning.	Reflective Practice Supporting HPA Students Working with TAs	Pupils understanding their learning, Understanding your pupils Learning environment Delivering the lesson
LT-607	Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	Academic Literacy Active Questioning Assessment for Learning First Year of Teaching Marking and Feedback Primary PE Trainee Teachers Working with TAs	Quick fixes In practice AfL in practice, The AfL classroom Marking Main issues, Workload challenge, Effective working, Assessment, What, when and how much? Learning intentions & outcomes Marking Delivering the lesson

7 Managing Behaviour Manage behaviour effectively

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-701	Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	Attachment Broader Curriculum: Early Career Engagement Grey and Invisible Students Managing Behaviour Marking and Feedback Primary Maths Primary PE Primary Science Promoting Inclusion Reflective Practice Resilient Learners Talk for Learning The EYFS Framework Understanding ADHD Understanding Autism	Strategies for staff Your role What is engagement? Changing practice Your classroom, Relationships, Interventions, Low level disruption Feedback, Strategies Building confidence in maths Assessment for Learning, Feedback Learning In practice Pupils understanding their learning, Understanding your pupils Moving forward Questioning, Group work Key aspects Strategies Social communication, What works?

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-702	A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	<p>Broader Curriculum: Early Career Equality and Diversity Engagement Learning Needs</p> <p>Managing Behaviour Promoting Inclusion</p> <p>Supporting EAL Learners Supporting SLCN: EY</p> <p>Supporting SLCN: Primary</p> <p>Talk for Learning The EYFS Framework Understanding ADHD Understanding Autism Understanding the Child</p>	<p>Your role Reasonable adjustments, Access What is engagement? Challenging behaviour, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's</p> <p>Your classroom Narrowing the gap, Inclusive pedagogy, In practice What can teachers do? What is SLCN?, Receptive language difficulties, Expressive language difficulties, Developing appropriate interactions What is SLCN?, Receptive language difficulties, Expressive language difficulties Questioning, Group work Key aspects Strategies Social communication, What works? Mental health</p>
LT-703	The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	<p>Alternative Provision Broader Curriculum: Early Career Managing Behaviour</p> <p>Marking and Feedback Mental Health Primary Maths Primary PE Promoting Inclusion</p> <p>Reflective Practice</p> <p>Resilient Learners Science Exams Social Needs</p>	<p>Who attends? Your role Low level disruption, Resourcefulness Effective marking, Non-marking schools, Feedback, Pupil response</p> <p>Building confidence in maths Defining the PE agenda Getting it right with behaviour, In practice Pupils understanding their learning, Understanding your pupils, Understanding your learning Mindset and resilience Obstacles to student success Emotional wellbeing</p>

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-703 <i>continued</i>	The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	Study Skills The EYFS Framework Trainee Teachers Understanding ADHD	Why are study skills important?, Metacognition Learning & development Wellbeing Wheel of life
LT-704	Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	Broader Curriculum: Early Career Improving Writing Lesson Design Managing Behaviour Marking and Feedback Primary Maths Primary PE Promoting Inclusion Reading and Phonics Resilient Learners Talk for Learning Understanding ADHD Understanding Dyslexia	Your role Effective feedback Planning for good behaviour, Planning for assessment Praise Feedback Building confidence in maths Assessment for Learning, Feedback In practice Continued learning Getting it wrong, Designing assessments, Moving forward Questioning Wheel of life What is it like to have dyslexia?, Reading and spelling, Memory and processing speed, A classroom approach
LT-705	Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Beat Bullying Broader Curriculum: Early Career Considerate Form Tutor Grey and Invisible Students Managing Behaviour Mental Health Promoting Inclusion Resilient Learners Science Exams Supporting EAL Learners Talk for Learning Understanding ADHD Understanding Dyslexia	Implementing change Your role Considerate of time Changing practice Your classroom, Relationships, Praise Mental health, Support Inclusive pedagogy, In practice Moving forward Obstacles to student success What can teachers do? Questioning, Group work Wheel of life What is it like to have dyslexia?, A classroom approach

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-706	Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	Broader Curriculum: Early Career Effective Lesson Planning Managing Behaviour Marking and Feedback Primary PE Promoting Inclusion Reflective Practice Supporting HPA Students	Your role Lesson ideas Praise Feedback Assessment for Learning In practice Pupils understanding their learning Learning environment
LT-707	Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	Broader Curriculum: Early Career Managing Behaviour Marking and Feedback Primary Maths Primary Science Promoting Inclusion Reflective Practice Resilient Learners Science Enquiry Understanding Dyslexia	Your role Praise - recognition and reward Feedback Building confidence in maths Learning In practice Pupils understanding their learning Mindset and resilience, Getting it wrong, Moving forward Creative thinking What is it like to have dyslexia? Reading and spelling

8 Professional Behaviours

Fulfil wider professional responsibilities

Standard	Learn that...	Courses from the CPD Library that help trainees meet the standard	Chapter
LT-801	Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.	Broader Curriculum: Early Career CPD Explained Equality and Diversity First Year of Teaching Managing Behaviour Promoting Inclusion Reflective Practice Supporting Adopted Children	Your role Effective CPD, CPD in practice Equality legislation Work-life balance Reflection In practice Understanding your learning Mental health, LA support
LT-802	Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.	Active Questioning Active Reading Assessment for Learning Broader Curriculum: Early Career CPD Explained Collaborative Learning Embrace Challenge Engagement First Year of Teaching Grammar for Writing ICT in the Classroom Independent Learning Lesson Design Managing Behaviour Primary PE Promoting Inclusion Reflective Practice Resilient Learners Science Practicals Staff Induction Storytelling Talk for Learning Trainee Teachers	In practice AfL audit, AfL in practice Audit, Putting DARTs into practice Broad and balanced, Your role The importance of CPD, CPD in practice Audit What is effective challenge?, Effective questioning Engagement audit, In practice Planning, Work-life balance, PPA time LEAD principles Audit, In practice In practice Moving forward Background Learning intentions & outcomes Inclusive pedagogy Understanding your pupils, Understanding your learning Audit, In practice Planning for practical work Your first half term Strategies for teachers Questioning, Group work Understanding expectations, Time management

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-803	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.	Academic Literacy Beat Bullying Broader Curriculum: Early Career First Year of Teaching ICT in the Classroom Reflective Practice Science Exams Staff Induction Storytelling Trainee Teachers Trauma and ACEs Working with TAs	Quick fixes Implementing change Your role Planning, Work-life balance Approaches Understanding your learning Preparing students for exams Principles Strategies for teachers Professional relationships Supporting young people Preparation and planning
LT-804	Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	Academic Literacy Beat Bullying Developing Comprehension Managing Behaviour Mental Health Partnerships with Parents (EYFS) Promoting Inclusion Reading and Phonics Socially Inclusive Classroom Supporting Adopted Children Supporting EAL Learners Supporting SLCN: EY The EYFS Framework Trauma and ACEs Year 7 Transitions	Maintaining it Implementing change Partnering with parents Low level disruption Parents and families Importance, Establishing partnerships, Communicating with parents, Increasing engagement Inclusive pedagogy Continued learning Your classroom Admissions What can teachers do?, What can parents/carers do? Receptive language difficulties Key aspects Supporting young people Parent communications

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-805	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.	Science Exams Working with TAs	Obstacles to student success Preparation and planning, Delivering the lessons
LT-806	SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.	Broader Curriculum: Early Career Code of Conduct Child Protection Equality and Diversity First Year of Teaching Learning Needs Medical Conditions Mental Health Online Safety Preventing Radicalisation Promoting Inclusion Staff Induction Science Exams Science Practicals Social Needs Supporting Adopted Children Understanding Autism Understanding Dyslexia Understanding the Child Working with TAs	Broad and balanced Management, Wider roles, Technology, Safeguarding Responsibilities, Recognising the signs, What to do Reasonable adjustments PPA time Challenging behaviour, Learning disabilities, SEND, Dyslexia, ADHD, Autism, Down's syndrome, FASD, Fragile X, Communication needs, Tics/Tourette's Support at school Support Supporting children Safeguarding Inclusive pedagogy, In practice First day, first week Obstacles to student success Planning for practical work, Managing safety Role & responsibilities What works?, Getting an autism diagnosis Early identification, Effective intervention Wellbeing, Family issues, Social, Learning, Mental health Preparation and planning

Standard	Learn that...	Courses from the <i>CPD Library</i> that help trainees meet the standard	Chapter
LT-807	Engaging in high-quality professional development can help teachers improve.	Broader Curriculum: Early Career CPD Explained First Year of Teaching Grammar for Writing Reflective Practice Secondary History Staff Induction	Your role The importance of CPD, Effective CPD, CPD in practice PPA time Your subject knowledge Understanding your learning Next steps Your first half term