

London District East SCITT Curriculum							
Overview	Intent		Implementation		Impact		
	<ul style="list-style-type: none"> -ambitious curriculum -evidence-based and informed by research -relevant for the 21st century -EAL and SEND interwoven throughout the programme -trains teachers to master the curriculum and to have the knowledge and skills to make a difference to the lives of pupils in East London 		<ul style="list-style-type: none"> -curriculum model follows cognitive science principles -builds on prior knowledge and recap -core elements, -CBT delivered by expert practitioners -SBT delivered by trained mentors -covers professional studies and subject studies -clear alignment between CBT and SBT -formative assessment against the curriculum 		<ul style="list-style-type: none"> -knowledge and skills set out in the curriculum demonstrated in teaching and learning -pupils make progress -stakeholders know the expectations and everybody is confident of their ability -trainees meet the Teacher Standards and are ready for the demands of teaching. 		
	Core Content Framework						
	The ITT Core Content Framework (<i>which links to the Teachers' Standards</i>) defines the minimum entitlement of all trainee teachers and as such, underpins the London District East curriculum.						
Evidence-based							
Our curriculum is informed by current and pertinent research, drawing from the CCF research base, EEF, Ofsted. The sequence and structure of the curriculum is based on what we know about how people learn and understandings of the science of learning. It is important to embed learning by revisiting prior knowledge and learning. Our curriculum looks forward and looks back to repeat and rehearse key concepts.							
Structure	LDE Curriculum Strands						
	1. Behaviour Management	2. Pedagogy	3. Assessment	4. Curriculum	5. Adaptation	6. Professional Responsibilities	
	CCF Focus <i>High Expectations (1.1- 1.6)</i> <i>Managing Behaviour (7.1- 7.7)</i>	CCF Focus <i>How Pupils Learn (2.1- 2.9)</i> <i>Classroom Practice (4.1- 4.11)</i>	CCF Focus <i>Assessment (6.1- 6.7)</i>	CCF Focus <i>Subject and Curriculum (3.1- 3.10)</i>	CCF Focus <i>Adaptive Teaching (5.1- 5.7)</i>	CCF Focus <i>Professional Behaviours (8.1- 8.7)</i>	
Delivery	CBT Professional Studies <i>Plus follow-up Self-Study Tasks</i>		CBT Subject Studies <i>Plus follow-up Self-Study Tasks</i>		SBT School Placement		
	Specialists (across SCITT partnerships, professional associations, local authority, NASBTT)		Subject Specialists (across SCITT partnerships, subject associations, local authority, maths hubs, consultants, NASBTT)		Trained Mentors, Tutors and ITT Coordinators		
Content	Behaviour, Child Development, Pedagogy, SEND, Assessment, Curriculum, Adaptation, , Professionalism, Child Development, ECF, Recruitment, Equality and Diversity, Cross Phase Visits		Primary: Core Subjects and all Foundation Subjects Secondary: Maths		Main Placement Second Placement Intensive School Placement 1: EYFS & Phonics (primary) Intensive School Placement 2: Assessment (primary) Intensive School Placement 3: SEND (primary and Secondary)		
	Primary: Safeguarding; Prevent; EAL; Deployment of Support Staff; Working with Parents; SMSC & British Values	Secondary: Literacy and Oracy across the curriculum; Pupil Premium; Promoting pupils' resilience and growth mindset; The Pastoral Role; The Magenta Principles; Wellbeing	Chemistry Computer Science Geography				