



Birmingham Newman University

Initial Teacher Education

**The Newman Curriculum Continuous Assessment Tool
(NCCAT)**

SECONDARY

Guidance for Mentors, Trainees and Tutors

What is it?

The **NCCAT** is the assessment tool for all Birmingham Newman ITE programmes, providing a clear structure for assessment of trainees towards the recommendation for QTS. It is used by trainees, mentors and subject tutors to continuously assess the progression of trainees against the **Birmingham Newman Curriculum** themes and their subject knowledge development during the training year(s).

The themes of the curriculum and subject knowledge are broken down into workable descriptions to better understand the expectations of each Stage of the Training Programme.

The 'ambitious' Curriculum is designed for trainees to 'learn that' and 'learn how to' teach all pupils in their subject/phase. Research informed centre based sessions deliver a foundational basis which is developed using the Big Questions during placement-based learning opportunities. The **NCCAT** ensures trainees are accurately assessed as they progress between centre and placement-based learning.

This assessment tool ensures that the minimum entitlement for all trainee teachers is met, as outlined in the ITT Core Content Framework and the Teachers' Standards (DfE), alongside an enriched and broad curriculum. It also supports target setting for next steps in their Early Career Teacher induction period.

How is it used?

Trainees - Use the **NCCAT** to self-assess, with expert input from mentors and tutors, against the criteria to ensure they are aware of the progress they are making throughout the course. This will support the trainees' development towards becoming a reflective practitioner. This document is also a target setting tool enabling trainees to understand what their next stage of development is and how they will achieve this with support from expert colleagues.

Mentors - Use this to continuously assess trainee progress against the Birmingham Newman Curriculum and, in discussion with trainees, set **SMART Targets** in the weekly meeting. Assessment of trainees through the NCCAT is captured at Mid-Point and End-Point Review in placements.

It is also a tool used by Mentors to set **SMART Targets**.

SMART Targets are:

- **Specific:** Well-defined and clear
- **Measurable:** With specific criteria that measure your progress toward the accomplishment of the goal
- **Achievable:** Attainable to achieve.
- **Realistic:** Within reach, realistic, and relevant to the placement timeline.
- **Timely:** With a clearly defined timeline, including a starting date and a target date.

University Tutors – Use this to quality assure that trainees and mentors are using the NCCAT accurately and effectively to assess trainee progress against the Birmingham Newman Curriculum. During the regular visit cycle, tutors quality assure that mentors are setting SMART targets with trainees using the NCCAT and feedback from lesson observations the Big Questions.

Expected impact

All trainees, mentors and tutors have a clear understanding of training progress against the Birmingham Newman Curriculum and what the next steps are to ensure further development.

All parties recognise the trainee's progress within the stage of development and can offer targeted support as needed to ensure the trainee continues on a positive progression trajectory towards recommendation of QTS.

Use of NCCAT in Weekly Mentoring Meeting

In preparation for the weekly meeting with the mentor, the **trainee** should review their progress and evidence towards the **NCCAT** criteria for the identified theme for the week (**Big Questions**) and ongoing subject knowledge development. At the meeting trainee and **mentor** use this as a foundation for their conversation.

The **trainee** should also review the targets set in the previous weekly meeting and be able to discuss with the **mentor** how they met them and reflect on how this has had an impact on their teaching.

The **trainee** and the **mentor**, collaboratively, should then set further **SMART Targets** (no more than 3 from the identified theme and 1 for Subject Knowledge) each week using the **Big Questions and NCCAT** as a reference point. Targets should also be set as a result of lesson observation feedback. These **SMART Targets** identify what aspect of their teaching they should focus on.

During the week **trainees** will be proactive in identifying other themed targets they can meet within the criteria alongside the targets that have been set in weekly meetings. These are also shared at the weekly mentoring meeting.

Trainees and **mentors** can use the **NCCAT** to identify where trainees are not making good progress and if necessary, trigger support processes in discussion with **subject tutors**.

Use of NCCAT in Mid and End Point Reviews

Mid-point Reviews (MPR) and End-point Reviews assess the progress the **trainees** have made at the identified stage of training (Stages 1,2 or 3).

Prior to the meeting **trainees** and **mentors** should have reviewed the NCCAT for the identified stage and produced a draft MPR/ EPR review document ready for discussion. Evidence to support judgement needs to be available in the ePortfolio or Teaching File.

The **trainees** and the **mentors** should also be able to demonstrate how SMART Targets have been purposeful in enabling progress.

The **subject tutor** is present to QA the judgements arrived at by the **trainee** and **mentor** and review the supporting evidence to substantiate judgements made.

Assessment is an continuous process, with MPRs and EPRs being used to set targets for the next stage of training, including ECT year. **Trainees**, **mentors** and **subject tutors** use the NCCAT to then set **SMART Targets** for the next stage of the trainees development. In exceptional cases they would draw targets from further along the stage descriptors.

Use of NCCAT in QTS e-Portfolio

The QTS e-Portfolio contains evidence of the trainees' progress towards recommendation for QTS.

The NCCAT assessment criteria, recorded in MPRs and EPRs by the **subject tutor** following draft assessment by **trainee** and **mentor**, demonstrates how the trainee has progressed during the training year by recording their development within the 4 curriculum themes and subject knowledge. These documents are held in the ePortfolio.

The QTS ePortfolio is a document available to the **trainee**, **mentor** and **subject tutor** enabling all parties to have access to an up-to-date view of all the supporting evidence for the trainees' journey to QTS recommendation.

Trainees, **mentors** and **subject tutors** are expected to review the contents of the ePortfolio ahead of MPRs and EPRs to determine that the evidence it contains supports the ongoing assessment judgement.

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
ROLE OF THE TEACHER TS8 'Fulfil wider professional responsibilities', Part 2 CCF 1- High Expectations. 8- Professional Behaviours TS1 High Expectations,	The professional responsibilities, behaviours and expectations of a teacher with reference to statutory frameworks; The importance and adherence to Safeguarding policies and procedures; The SEND Code of Practice and how this is embedded into a teacher's practice.	Identifies key legislation; demonstrates knowledge and evidenced understanding of statutory professional responsibilities that underpin relevant school policies including safeguarding and knowledge of reporting procedures, and provision of reasonable adjustments under SEND Code of Practice.	Proactive responsibility for utilising UBT and SBT meeting time for professional skill development; understands the need to safeguard pupils' wellbeing in line with school policy & statutory provisions; independent knowledge of SEND Code of Practice evidenced via practice and academic writing.	Demonstrates professional responsibilities, behaviours and expectations of a teacher; demonstrates independent working knowledge of safeguarding pupils' wellbeing. Evidence further exploration of SEND Code of Practice with key areas identifies for use in their classroom whilst reviewing, evaluating and making links with adaptive practice to support breadth of needs of pupils.	Demonstrates increasing autonomy within the scope of professional responsibilities and works effectively within school policies and statutory frameworks . Sound understanding of school safeguarding policies and procedure ; through practice, able to work within the SEND Code of Practice with increasing autonomy, building on the support of expert colleagues.
	Equality, diversity, inclusion: building respectful, effective relationships, underpinned by fundamental British Values and the nine protected characteristics. Awareness of the role of stakeholders, such as: colleagues, parents / carers and outside agencies to improve pupils' motivations, behaviour and academic success.	Identifies and understands the importance of equality and respect within classroom and wider school community setting. Demonstrates an understanding of the importance of the nine protected characteristics. Evidences an understanding of the concept of mutual trust and respect and the characteristics of effective relationships with all involved in a pupils' education.	Demonstrates through classroom practice a broad understanding of the impact of the statutory professional responsibilities. Promotes equal opportunities, treating pupils with dignity, building relationships rooted in mutual respect and showing tolerance of and respect for the rights of others. Builds trust and respect with pupils and school colleagues and reflects on this with mentor support.	Demonstrates through their practice a working understanding of the importance of equality and respect and the nine protected characteristics within classroom and wider school community. Fosters a culture of mutual respect demonstrating effective and positive relationships that support the learning and development of pupils.	Exemplifies standards of personal and professional conduct , advocating equality, diversity, respect , and the nine protected characteristics . Exemplary trusting and supportive relationships with colleagues, pupils, parents and others that are valued by all.

	Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research.	Is aware of the importance of professional development, utilising support from university-based colleagues, school-based colleagues and other experts. Demonstrates an understanding of the importance of the feedback and the reflective process that improves practice over time, acknowledging how theory underpins the professional skills and knowledge of a teacher.	Identifies own areas of need and professional development with support from UBT and SBT. Develops professional understanding and skills, utilising university and school colleagues. Engages in reflection and feedback with experienced colleagues, using research-informed discussions to demonstrate an ability to evaluate theory in practice .	Able to identify own areas of need and professional development . Proactively seeks opportunities through effective target setting with experts and acts positively upon feedback. Uses a variety of research-informed practices to improve performance in the classroom, demonstrating the development of a wide range of professional skills and knowledge that positively impacts pupils' success.	Proactively seeks advice and guidance from others to develop professional practice , whilst continually aiming for excellence in the classroom. Identifies areas that will improve performance and pupil outcomes. Engages in critical reflective practice that indicates educational leadership. Identifies specific professional development needs to enhance their performance, positively impacting on pupil success.
	Teachers make valuable contributions to both the progress of individual pupils and the wider life of the school in a broad range of ways such as supporting catch-up activities for identifies groups, building social and cultural capital amongst pupils and supporting and developing effective professional relationships with stakeholders.	Demonstrates an understanding of the wider roles of a teacher, contributing to the culture and ethos of the school. Demonstrates an understanding of additional roles within the school and wider education, and the potential impact that support has on pupils.	Observes and undertakes duties and tasks that contribute to the wider life in schools . Supporting learning, for example, through catch up/closing the gap activities, or other interventions. Reflects upon the importance of wider contributions.	Demonstrates a variety of ways in which they collaborate, support and work with others in the wider school life . Works effectively with TA's / intervention coordinator / HoD to plan and assess learning for both individuals and groups of learners in the classroom, including pupils with additional needs. Identifies and reflects upon the impact of interventions and additional support that working together has had on pupil progress.	Act as a key role model in extracurricular and whole school activities such as open days and parents' evenings. Sustains effective engagement with other colleagues and wider professionals. Plans and assesses learning for specific learners and groups of pupils in the classroom, leading and collaborating with colleagues and wider professionals to support evidence-based learning .

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
TEACHING, LEARNING & ASSESSMENT TS2 ' Promote good progress and outcomes by pupils' , TS4 ' Plan and teach well-structured lessons' and TS6 ' Make accurate and productive use of assessment' . CCF 2 Plan and teach well-structured lessons, 4 Classroom Practice, 6 Assessment.	Effective teaching transforms pupils' knowledge, capabilities and beliefs through techniques such as chunking new material, modelling, scaffolding and the use of worked examples, metacognitive strategies, deliberate practice, effective use of extended learning opportunities, effective questioning and high-quality classroom talk. High quality teaching and high expectations have a long-term positive effect on pupil outcomes and life chances, particularly for pupils from disadvantaged backgrounds.	Demonstrates an awareness of planning provision for their curriculum/subject. Recognises the impact of teaching by experienced teachers to develop their own understanding of teaching and learning. Understands the importance of cognitive strategies that support student learning. Understands how planning lesson sequences supports long term memory retrieval to the benefit of all pupils including those from disadvantaged backgrounds.	Works collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop planning a sequence of lessons. They evaluate the impact of their teaching thoughtfully in order to their improve teaching and pupil learning. Implements cognitive strategies in planning and delivery. Works with support from expert colleagues in order to plan and teach lessons that engage pupils' interest and ensure long term memory retrieval, including those from disadvantaged backgrounds.	Independently adapts and develops a sequence of lessons. Critically evaluates the impact of their teaching in order to positively impact pupil progress. Consistently embeds cognitive strategies in planning and delivery. Consistently plans or adapts and teaches a series of lessons that are appropriately structured to support all pupils in developing their long-term memory, knowledge, skills, understanding, interest and promotes positive attitudes.	They make a positive contribution to the development of curriculum and resources in their placement settings. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. Designs practice with increasing challenge that focuses on cognitive load and retrieval techniques. Independently plans nuanced lessons that take account of the needs of groups of learners and individuals including effective teaching of complex concepts for long term retrieval of critical knowledge and skills.
	Effective assessment is critical to teaching, has clear justification for its use and is used to inform decisions. It provides information on understanding and needs, and helps avoid being influenced by misleading factors, and gives pupils an opportunity to act on their feedback.	Demonstrates an awareness of the statutory assessment requirements. Shows awareness of the difference between and importance of formative and summative assessment.	Develops an understanding of the statutory assessment requirements for the subject /curriculum in the age phases they are preparing to teach. Their planning has some evidence of the use of a range of formative and summative assessment strategies, designed to support pupils in making progress within lessons.	Implements relevant statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. Makes accurate assessments against national benchmarks. Planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.	Proactively assesses pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses, recording data to improve pupil outcomes.

	Grouping of students, as well as effective use of paired and group work, has an impact on pupil behaviour, attainment and motivation.	Identifies the importance of classroom organisation and the use of resources. Identifies successful transition strategies from observing experienced teachers.	Demonstrates classroom organisation and the effective use of resources. Manages transitions between activities effectively and smoothly.	Skilful practice in organising the classroom space and activities that promotes a positive impact on learning for all.	Independently manages the learning environment to secure a positive impact on behaviour and attainment and demonstrates an understanding of the factors that support effective collaborative work.
	High-quality feedback, both written and verbal, supports pupils to monitor and regulate their own learning. Feedback is clear and accurate and provides guidance and opportunity on how to improve. Data is collected and used effectively to inform the process of assessment, enabling the progress of all pupils.	Demonstrates an awareness of how feedback can sustain learners' progress and consolidate learning and with increasing confidence. Understands the value of collecting relevant progress data during the process of teaching and learning.	With expert support, implements successful feedback strategies that enables learners' progress and consolidate learning and with increasing confidence. Begins to collect relevant progress data during the process of teaching and learning.	Implements successful feedback strategies that both enables learner progress and consolidates learning. Collects a range of pertinent progress data during the process of teaching and learning to inform the planning and teaching cycle.	Maintains accurate records of pupils' progress and uses these to set appropriately challenging targets. Assessment outcomes are shared with pupils through a range of feedback techniques. Data is used in a variety of contexts such as to inform individual planning, departmental moderation and completing timely whole-school data collection activities.

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
ADAPTIVE PRACTICE TS1 High Expectations, TS2 'Promote good progress and outcomes by pupils', TS5 Adapt teaching to respond to the strengths and needs of all pupils, TS8 – 'Fulfill wider professional responsibilities.' CCF 1- High Expectations; 2 Plan and teach well-structured lessons, 5 'Adaptive teaching, 8- Professional Behaviours	Pupils learn at different rates. Working in collaboration with colleagues, parents/carers and pupils, enables the effective identification of strategies to enable pupils to progress. Working with SENCOs, pastoral leaders, careers advisors and other specialist colleagues, trainees can ensure that appropriate support is in place for all pupils.	Demonstrates a developing understanding of specialist roles beyond the classroom and how they contribute to the support of pupils, both in theory and practice. Identifies relevant legislation that outlines teachers' responsibilities with regard to adapting practice and working with others to support the needs of the learner.	Demonstrates knowledge of who to seek support from and implements appropriate strategies to support learning and engagement for some pupils with SEND. Supports staff, parents and pupils, demonstrating an awareness of how children develop, taking account of this in their practice while working alongside experienced colleagues.	Identifies when to draw on expert colleagues in order to support all pupils with particular needs. Demonstrates a range of research informed strategies to remove barriers to learning. Provides evidence of working in partnership with colleagues, parents/carers and pupils to support pupils' learning	Provides a detailed rationale for their approach to supporting and engaging all pupils'. Uses expertise both internally and externally sourced.
	Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Trainees recognise these and adapt teaching in a responsive way to increase pupil success.	Demonstrates a developing understanding of the range of differences of pupils and how these can affect learning. Identifies these during formative and summative assessment and makes adaptive decisions during the planning and teaching stage. Learning is supported by experienced colleagues.	Evidences their developing understanding of factors that can inhibit their pupils' progress, taking these into account in their planning and teaching. Adaptions are usually appropriate for their age/stage of development.	Consistently demonstrates understanding of how children and young people develop. Teaching has been adapted to remove potential learning barriers. Adaptions lead to effective pupil progress.	Proactively identifies a range of alternative strategies, adapting teaching to meet the needs of all learners. Evidence of critical reflection and identification professional development needs.

	Flexible 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/SEND pupils.	Identifies different ways to group learners to work towards the same learning goals, including using a range of criteria, scaffolds and challenges within different tasks and activities. Demonstrates an understanding of the effects of the teachers' choices on individuals.	Demonstrates an understanding of the needs of pupils within different attainment groups, using appropriate strategies to direct the learning of most learners. Evidences the support received from experienced colleagues in order to ensure that their planning and teaching includes a range of strategies that provides challenge for pupils, regardless of attainment.	Provides evidence of monitoring and assessment that supports the decisions made with regard to flexible grouping of pupils for learning activities, including evaluation of choices. Employs a range of effective strategies, including where appropriate the deployment of other staff, to reduce barriers to learning and respond to the strengths and needs of learners. Ensures all pupils progress towards shared learning goals.	Provide consistent evidence of monitoring across the curriculum or age phase to support decisions with regard to flexible grouping of pupils for learning activities, including evaluation, justification and efficacy of choices.
	There is a common misconception that pupils have distinct and identifiable learning styles. Children with learning barriers also need their specific needs met, not interventions based on the label of a diagnosis. Knowing that this is not supported by evidence and attempting to tailor lessons to learning styles or prior conception of supporting individual learning need is unlikely to enable pupil progress.	Identifies the criticisms of common education myths, particularly those linked to learning styles. Has a developing awareness that pupils with the same identifiable SEND will require different interventions and levels of support	Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society, and an awareness of appropriate theories that support the development of adaptive practice. Evidence of starting to personalise teaching to meet individual needs.	Provides evidence of appropriate theoretical underpinning within planning, teaching and assessment for the needs of all learners. Demonstrates a consistent approach to planning for individual needs.	Provide a rationale for choosing the appropriate theoretical frameworks and approaches that underpin their practice.

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UNDERSTANDING & MANAGING BEHAVIOUR TS1 Set high expectations which inspire, motivate and challenge pupils; TS5 Adapt teaching to respond to the strengths and needs of all pupils. TS7 Manage behaviour effectively to ensure a good and safe learning environment. CCF 1 High Expectations, 5 Adaptive Teaching, 7 Managing Behaviour Effectively	Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. They also have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers also influence pupils' resilience and beliefs about their ability and success. They ensure all pupils have opportunities to achieve and have meaningful experiences.	Understands that their own behaviours can impact upon the well-being, motivation and behaviour of pupils. Begins to apply behaviour strategies, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.	Demonstrates appropriate expectations and has an awareness of an increasing range of appropriate strategies that work within the school's framework.	Consistently and proactively apply strategies for managing behaviour that align with the school's framework. Evidences and models high expectations and critically reflects upon the range of strategies used to promote positive behaviour.	Independently manages the learning environment effectively to ensure that pupils well-being, motivation and learning is maintained. Sets consistently high professional standards and work within the school's framework for behaviour to create an environment supportive of learning and pupils' development.
	Building effective relationships is paramount. This is made easier when pupils know their feelings are considered, valued and understood. Teachers must remember pupils are motivated both intrinsically and extrinsically and are often driven by their prior experience and perception of their own successes and failures.	Demonstrates appropriate teacher-pupil relationships and recognises that pupils may respond differently according to their motivations and experiences.	Has developed appropriate teacher-pupil relationships and demonstrates increasing confidence in understanding motivation and creating a positive working and learning environment.	Evidences effective relationships with all stakeholders and how these impact positively upon approaches to managing behaviour and motivation. Proactively implements strategies to support, motivate and challenge learners.	Builds effective professional relationships with pupils and other stakeholders to understand the nature of the pupils they teach. Implements a range of strategies that align with the school behaviour policy.

	<p>A predictable and safe environment benefits all pupils but is particularly valuable for pupils with SEND. Classroom management and organisation: establishing and strengthening routines, especially positive reinforcement, setting clear expectations and communicate clear, shared values, can all contribute to creating an effective learning environment, and classroom and school culture.</p>	<p>Understands the nature of a safe and secure learning environment and begins to use consistent language and routines to develop this. Recognises that managing positive behaviour is a result of appropriately planned lessons. Understands how barriers to learning impacts individuals.</p>	<p>Demonstrates that lesson planning, organisation, management and teaching approaches contributes to pupils being engaged in their learning. Planning takes into account a range of pupil needs and recognises the link between lesson engagement and behaviour.</p>	<p>Evidences how barriers to learning can impact on pupil behaviour and proactively applies strategies to effectively address these, through appropriate planning and delivery. Individual needs are taken into account.</p>	<p>Ensures a comprehensive understanding of pupils' needs and applies a range of effective strategies to support, motivate and challenge them. Utilises the support of stakeholders that can support understanding of pupils needs to manage behaviour.</p>
	<p>Understanding behaviour as a communication and the factors that impact on pupil's behaviour is crucial. Being able to respond to pupils and not their behaviours.</p>	<p>Observes and begins to understand why pupils behave the way they do and can respond using appropriate classroom management techniques.</p>	<p>Promotes a positive learning environment that allows a range of pupils to access learning and behave appropriately. Evidences the ability to implement strategies in a calm, respectful, yet assertive, manner and seeks additional support in addressing the needs of pupils where challenging behaviour is demonstrated.</p>	<p>Addresses the factors that contribute to pupils' behaviour and implements appropriate strategies consistently and fairly. Proactively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>Recognise that pupil's behaviour is context dependent and understand the complexities of how and why pupils behave the way they do. Implements strategies that takes these into account to communicate effectively and ensure a supportive and purposeful learning environment.</p>

Subject Knowledge

Computing

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	To know how to teach the National Curriculum content for KS3 and KS4 Computing being aware of misconceptions using computing subject knowledge audit and individual action plans to assess, monitor and evaluate computational knowledge.	With support, teach the national curriculum content for KS3 and KS4 computing anticipating and planning for common mistakes and potential misconceptions using the computing subject knowledge audit and individual action plan to assess and evaluate computational knowledge.	Independently teach the National Curriculum content for KS3 and KS4 computing anticipating and planning for common mistakes and potential misconceptions, confidently seeking advice from experienced staff/experts to deepen the understanding of computing concepts.	Independently teach & develop National Curriculum Computing content, anticipating and planning for common mistakes and potential misconceptions that go beyond the specification where appropriate. Consolidating evidence for formal assessment in the context of school.
	Skills and critical thinking	To know the skills and computational thinking skills needed to teach key concepts associated with language, machines and computation; data and representation; communication and coordination; abstraction and design.	With support, teach how the complexity of computation theory and concepts develop over time and use a variety of models to deepen conceptual understanding of language, machines and computation; data and representation; communication and coordination; abstraction and design.	Independently teach how the complexity of computation theory and concepts develop over time and use a variety of models to deepen conceptual understanding of language, machines and computation; data and representation; communication and coordination; abstraction and design.	Independently teach and judge the nature of pedagogies used to teach computing concepts, skills, facts, and theories developed over time. use a variety of models to deepen conceptual understanding of language, machines and computation; data and representation; communication and coordination; abstraction and design.

	Values, society and sustainability	To be aware of the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of computing; recognise the importance of promoting inclusion via the teaching and learning of Computing.	With support, comprehend, the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of computing; recognise the importance of promoting inclusion via the teaching and learning of Computing.	Independently teach the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying to computing; recognise the importance of promoting inclusion via the teaching and learning of computing and current research evidence advancing Technology Pedagogical Content Knowledge.	Independently teach & develop the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying computing; recognise the importance of promoting inclusions via the teaching and learning of computing. Use new and current research evidence to heighten Technology Pedagogical Content knowledge.
	Literacy, numeracy and digital literacy	To show awareness and present, define and discuss information technology, computer science and Digital literacy terminology as well as processes and skills used to solve problems; use intelligence and consciousness, looking at the natural world in computational terms.	With support, know how to present, define and discuss key computing terminology, processes and skills used to solve computing problems; use computing vocabulary, terminology and definitions. To analyse cross-curricular methods and ideas to enhance the teaching and learning of Computing.	Independently teach and discuss key information technology, computer science and digital literacy terminology as well as processes and skills used to solve computational thinking problems. To analyse cross-curricular methods and ideas to enhance the teaching and learning of Computing. Looking at the natural world in computational terms, creativity and intellectual property, moral and ethical considerations, uses of computing and jobs/career paths.	Develop and independently teach and discuss key information technology, computer science and digital literacy terminology as well as processes and skills used to solve computational thinking problems. To analyse cross-curricular methods and ideas to enhance the teaching and learning of Computing. Looking at the natural world in computational terms, creativity and intellectual property, moral and ethical considerations, uses of computing and jobs/career paths.

English

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	Know and teach National Curriculum content at: KS3 English and aware of the differences with KS4 English. Use English Subject Knowledge Audit grid as support and to inform areas for improvement.	Know and teach National Curriculum content at: KS3 English and KS4 English anticipating, and planning for common misconceptions. Use English Subject Knowledge Audit grid to inform and guide areas for improvement.	Know and independently teach National Curriculum content at: KS3 English and KS4 English anticipating and planning for common misconceptions. Demonstrate subject development using English Subject Knowledge Audit grid.	Independently teach & develop National Curriculum content at: KS3 English and KS4 English anticipating and planning for common misconceptions that goes beyond the specification where appropriate. Consolidating evidence for formal assessment in context of school.
	Skills and critical thinking	Know, teach and model English skills and critical thinking in order to evaluate and compare texts, evidence ideas, give informed critique of language and analyse and use structural forms. Observe the teaching of critical thinking including reasoned debates.	Using a range of teaching techniques, know, teach and model English skills and critical thinking in order to evaluate and compare texts, evidence ideas, give informed critique of language and analyse and use structural forms. With support, practise the teaching of critical thinking including reasoned debates.	Independently and consistently, use a range of teaching techniques to demonstrate knowledge of English skills and critical thinking in order to evaluate and compare texts evidence ideas, give informed critique of language and analyse and use structural forms. Practise the teaching of critical thinking including reasoned debates	Independently teach & develop a range of teaching techniques to demonstrate knowledge of English skills and critical thinking in order to evaluate and compare texts evidence ideas, give informed critique of language and analyse and use structural forms. Confidently plan for and deliver debates.

	Values, society and sustainability	Know, and with support teach, how English is critical to democracy, citizenship, morality and a deeper understanding of humanity. Observe how other teachers teach pupils to debate, reason and express thoughts and feelings. Know the importance of literature in opening people up to new life experiences and understanding others.	Know and teach how English is critical to democracy, citizenship, morality and a deeper understanding of humanity. With support, teach pupils to debate, reason and express thoughts and feelings. Know the importance of literature in opening people up to new life experiences and understanding others.	Confidently plan for and deliver lessons which demonstrate how English is critical to democracy, citizenship, morality and a deeper understanding of humanity. Independently teach pupils to debate, reason and express thoughts and feelings. Demonstrate the importance of literature in opening people up to new life experiences and understanding others.	Confidently and creatively plan for and deliver lessons which demonstrate how English is critical to democracy, citizenship, morality and a deeper understanding of humanity. Independently teach pupils to debate, reason and express thoughts and feelings. demonstrate the importance of literature in opening people up to new life experiences and understanding others.
	Literacy, numeracy and digital literacy	Know the importance in understanding and using data in school. With support, use appropriate methods to interpret school data. With support in lessons, use mathematical terminology. Be a teacher of literacy and an example for others across the school. Observe and use a range of digital platforms to teach.	Use data in school meaningfully. Use appropriate methods to interpret school data. In lessons, teach using mathematical concepts and terminology. Be a teacher of literacy and an example for others across the school. Use a range of digital platforms to teach.	Use data in school meaningfully. Use appropriate methods to interpret school data. In lessons, teach using mathematical concepts and terminology. Be a teacher of literacy and an example for others across the school. Consistently and effectively use a range of digital platforms to teach.	Develop and independently present using a range of digital technologies. Observe and interpret data using appropriate methods. Translating data from one form to another, including mathematical analysis. In lessons, use mathematical vocabulary, terminology and show an understanding of definitions. Be a teacher of literacy and an example for others across the school. Consistently and effectively use a range of digital platforms to teach.

Geography

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	To know how to plan and teach National Curriculum content at: KS3 Geography KS4 Geography and begin to be aware of misconceptions	With support teach National Curriculum content at: KS3 and KS4 Geography anticipating, and planning for, common misconceptions.	Independently teach National Curriculum content at KS3 and KS4 Geography and demonstrate an understanding on KS2 influences and KS5 progression. anticipating, and planning for, common misconceptions	Independently teach & develop National Curriculum content at: KS3 and KS4 Geography anticipating, and planning for, common misconceptions that goes beyond the specification where appropriate. Consolidating evidence for formal assessment in context of school.
	Skills and critical thinking	To know how to teach core concepts and geographical skills and understand the nature of thinking geographically. Use strategies to engage learners in understanding geography at a variety of scales. Understand how to plan and teach lessons that cover processes and patterns.	With support teach core concepts and geographical skills and promote the nature of thinking geographically. Use a range of strategies to engage learners in understanding geography at a variety of scales. Demonstrate planning and teaching activities that cover processes and patterns across both human and physical geography.	Independently teach core concepts and geographical skills and promote the nature of thinking geographically. Use a wide range of strategies to engage learners in understanding geography at a variety of scales. Consistently plan teaching activities that cover processes and patterns across both human and physical geography. Recognise opportunities to encourage wider issues such as sustainability, global responsibility, etc.	Independently teach core concepts and geographical skills and promote the nature of thinking geographically. Use a wide range of strategies to engage learners in understanding geography at a variety of scales and understand the factors that influence how pupils understand geographical concepts, processes and themes. Confidently plan teaching activities that cover processes and patterns across both human and physical geography. Incorporate opportunities to encourage wider issues such as sustainability, global responsibility, etc. Consolidating evidence for formal assessment in context of school that sustains geographical thinking.

	Values, society and sustainability	To be aware of ethical issues and values in geography; consider associated personal, social, economic, environmental and political dimensions.	With support incorporate ethical issues and values in geography, plan for personal, social, economic, environmental and political dimensions. Demonstrate strategies for communicating these to a range of audiences.	Independently teach ethical issues and values in geography, plan for personal, social, economic, environmental and political dimensions. Consistently implement strategies for communicating these to a range of audiences and confidently plan for paired, group and class collaborations into issues of values and sustainability.	Independently teach ethical issues and values in geography; embed personal, social, economic, environmental and political dimensions into teaching and learning. Confidently embed and reinforce opportunities for communicating these to a range of audiences and regularly plan for paired, group and class collaborations into issues of values and sustainability.
	Literacy, numeracy and digital literacy	To know how to support literacy and numeracy opportunities in geography, including the use of geographical vocabulary, terminology & definitions; understand opportunities to, support, promote and use of digital literacy within geography.	With support plan and teach lessons that offer and promote literacy and numeracy opportunities in geography, including the use of geographical vocabulary, terminology & definitions appropriate for the levels being taught; incorporate opportunities in planning and lessons to support, promote and use of digital literacy within geography.	Independently plan and teach lessons that incorporate literacy and numeracy opportunities in geography, including the use of geographical vocabulary, terminology & definitions for a variety of students; plan and deliver lessons that support, promote and use of digital literacy within geography, both within and beyond the classroom	Develop & independently plan and teach lessons that consistently support literacy and numeracy opportunities in geography, including the use of geographical vocabulary, terminology & definitions for a variety of students; embed into lessons, opportunities that support, promote and use of digital literacy within geography. Promote and support literacy, numeracy and digital opportunities to support geographical thinking, knowledge, skills and understanding both within and beyond the classroom

History

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	To show awareness of the National Curriculum for History and its content requirements, such as the time period divisions that frame what content should be taught (1066-1509, 1509-1745 and so on) and the Holocaust as a compulsory element. In planning and teaching, begin to show awareness of misconceptions that can arise and how to address them.	With support teach History content within the parameters set out within the National Curriculum. Also show awareness of the GCSE specifications for History and their requirements for a British depth study, a European or wider world depth study, an element of the historic environment and so on. In planning and teaching, take steps to anticipate and address misconceptions.	Independently teach History content within the parameters set out for KS3 and KS4 content. Anticipate and plan to address common misconceptions in understanding of this content.	Have secure knowledge of the requirements of the KS3 and KS4 curriculum for History, including the time period parameters of the KS3 curriculum and the stipulations of the thematic and depth studies required for KS4 regardless of the choice of exam board and specific content. Continue to develop understanding and anticipation of misconceptions so that these and their links to subject knowledge go beyond the content of specifications, where appropriate.
	Skills and critical thinking	To know the key core concepts (often called the 'second order concepts') that make up the skills of historical thinking and study. These include continuity and change, cause and consequence, similarity and difference, and significance. Begin to use knowledge of these concepts to help students understand the key features and characteristics of different historical periods.	With support teach History through the second order concepts and promote historical thinking through the application of those concepts to different historical events and periods. Utilise a range of different teaching activities to support the understanding of the second order concepts.	Independently and accurately teach History through the second order concepts and promote effective historical thinking through their use. Consistently plan effective teaching activities that further develop the understanding of those concepts. Recognise opportunities to encourage wider discussions about the study of History beyond the defined second order concepts, such as representation and prejudice.	Independently teach core concepts and historical skills and promote the nature of thinking historically. Use a wide range of strategies to engage learners in understanding different historical periods and how they relate to one another across time. Confidently plan teaching activities that utilise and develop understanding of second-order historical concepts. Incorporate opportunities to encourage wider discussions about the role of the study of History, how topics are selected and studied and so on.

	Values, society and sustainability	To show awareness of ethical issues and values in History such as the varying influences on British History and the impact of Britain's past on the wider world.	With support incorporate ethical issues and values in History and encourage students to ask and consider the challenging ethical questions around many of the historical topics studied. Consider and, where appropriate, plan for consideration of the ethical considerations not just around content, but also around historiography and the hidden or lost histories of some people and places.	Independently teach ethical issues and values in History. Consistently implement strategies for communicating these to a range of audiences and confidently plan for opportunities to consider the impact such issues have on our study of the past and the world that we live in today.	Independently teach ethical issues and values in History throughout the teaching of content, by encouraging students to ask questions about the content and the historiography of the topics being studied. Consistently take opportunities to consider the impact these questions have not just on the topic being studied but also inter-linked topics, disciplines and the wider world. Where appropriate, look for opportunities to appropriately decolonise elements of the curriculum in-line with the local historical context.
	Literacy, numeracy and digital literacy	To know how to support literacy and numeracy opportunities in History, including the use of key vocabulary and the engagement with historical sources and interpretations. Support the use of digital literacy within History.	With support plan and teach lessons that offer and promote literacy and numeracy opportunities in History. Take opportunities to engage with historical sources and interpretations and evaluate them in terms of usefulness, bias, reliability etc. Develop the use of key vocabulary and terminology and support the use of digital literacy within History.	Independently plan and teach lessons that incorporate literacy and numeracy opportunities in History. Develop source and interpretation evaluation skills and provide opportunities to engage with historiography and historical evidence. Support the development of judgements relating to sources and interpretations. Develop the use of key vocabulary and terminology and support the use of digital literacy within History, both within and beyond the classroom.	Develop & independently plan and teach lessons that consistently support literacy and numeracy opportunities in History. Embed into lessons the opportunities to utilise historical sources and interpretations and develop the skills required to engage with and evaluate them. Provide opportunities to make substantiated judgements on historiographical interpretations and historical sources. Consistently utilise key vocabulary and support the use of digital literacy within History, both within and beyond the classroom.

Mathematics

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	To know how to teach National Curriculum content in KS3 and KS4 Mathematics being aware of misconceptions, especially from key problematic concepts such as algebraic, geometrical and statistical using SK Audit grid as an assessment tool of knowledge coverage and missing areas.	With support teach National Curriculum content at: KS3 and KS4 Mathematics anticipating, and planning for, common and problematic misconceptions using SK Audit grid as well as seeking counsel from experienced staff/experts to model and scaffold mathematical teaching and learning aspects of cognitive load and Sweller.	Independently teach National Curriculum content at: KS3 and KS4 Mathematics anticipating, and planning for, common misconceptions using SK Audit grid as well as seeking counsel from experienced staff/experts to model and scaffold mathematical teaching and learning, as well using many contextual applications, digital technologies: to deepen the understanding of mathematics and current research literature evidence advancing Pedagogical Content Knowledge.	Independently teach develop National Curriculum content at: KS3 and KS4 Mathematics anticipating, and planning for, common misconceptions using SK Audit grid as well as seeking counsel from experienced staff/experts to model and scaffold mathematical teaching and learning, as well using many contextual applications to deepen the understanding of mathematics and new research literature evidence to heighten Pedagogical Content Knowledge which could be disseminated.
	Skills and critical thinking	An awareness to know how to teach mathematical concepts, skills and facts theories developed over time; use a variety of representational models, various methods or manipulatives to deepen conceptual understanding of mathematics. Understand the nature of how mathematical learning is scaffolded and chunked via critical evaluation and reflection	With support, teach how to teach mathematical concepts, skills and facts theories developed over time; use a variety of representational models or manipulatives to deepen conceptual understanding of mathematics. Understand the nature of how mathematical learning is scaffolded and chunked via critical evaluation and reflection and understand to make changes to ensure progress is made.	Independently teach how to teach mathematical concepts, skills and facts theories developed over time; use a variety of representational models or manipulatives to deepen conceptual understanding of mathematics. Know the nature of how mathematical learning is scaffolded and chunked via critical evaluation and reflection and understand to make changes to ensure progress is made	Independently teach and to judge then nature of pedagogies used to teach mathematical concepts, skills and facts, theories developed over time. Use a variety of representational models or manipulatives to deepen conceptual understanding of mathematics, the nature of how mathematical learning is scaffolded and chunked via critical evaluation and reflection and understand to make changes to ensure progress is made as well as using other mathematical pedagogies which allows pupils to be able to conceptually comprehend and discuss the efficacies of their mathematical decisions

	Values, society and sustainability	To be aware of the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of mathematics; recognise the importance of promoting inclusion via the teaching and learning of mathematics	With support comprehend, the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of mathematics; recognise the importance of promoting inclusion via the teaching and learning of mathematics	Independently teach the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of mathematics; recognise the importance of promoting inclusion via the teaching and learning of mathematics and current research literature evidence advancing Pedagogical Content Knowledge	Independently teach & develop the ethical issues; evaluate/consider associated personal, social, economic & environmental aspects applying of mathematics; recognise the importance of promoting inclusions via the teaching and learning of mathematics. Use new and current research literature evidence to heighten Pedagogical Content Knowledge which could be disseminated.
	Literacy, numeracy and digital literacy	To show an awareness and present, define and discuss key mathematical terminology as well as processes and skills used to solve mathematical problems; use mathematical vocabulary, symbology terminology & definitions;	With support know how to present define and discuss key mathematical terminology as well as processes and skills used to solve mathematical problems; use mathematical vocabulary, symbology terminology & definitions. To analyse cross curricular methods and ideas to enhance the teaching and learning of mathematics	Independently teach and discuss key mathematical terminology as well as processes and skills used to solve mathematical problems; use mathematical vocabulary, symbology terminology & definitions. To analyse cross curricular methods and ideas to enhance the teaching and learning of mathematics to deepen the understanding of mathematics and current research literature evidence advancing Pedagogical Content Knowledge.	Develop & independently teach and discuss key mathematical terminology as well as processes and skills used to solve mathematical problems; use mathematical vocabulary, symbology terminology & definitions. To analyse cross curricular methods and ideas to enhance the teaching and learning of mathematics, as well using new and current research literature evidence to heighten Pedagogical Content Knowledge which could be disseminated.

Physical Education (PE)

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	To know how to plan and teach core concepts, knowledge and skills, including National Curriculum content at KS3 and KS4 and begin to be aware of misconceptions.	With support teach core concepts, knowledge and skills, including National Curriculum content at KS3 and KS4 anticipating, and planning for, common misconceptions.	Independently teach core concepts, knowledge and skills, including National Curriculum content at KS3 and KS4 and demonstrate an understanding on KS2 influences and KS5 progression. anticipating, and planning for, common misconceptions.	Independently teach & develop core concepts, knowledge and skills, including National Curriculum content at KS3 and KS4 anticipating, and planning for, common misconceptions that goes beyond the specification where appropriate. Consolidating evidence for formal assessment in context of school.
	Skills and critical thinking	To know how to teach core concepts and physical skills and understand the nature of thinking physically. Use strategies to engage learners in understanding PE at a variety of levels. Understand how to plan and teach lessons that cover processes and patterns.	With support teach core concepts and physical skills and promote the nature of thinking physically. Use a range of strategies to engage learners in understanding PE at a variety of levels. Demonstrate planning and teaching activities.	Independently teach core concepts and physical skills and promote the nature of thinking physically. Use a wide range of strategies to engage learners in understanding PE at a variety of levels. Consistently plan teaching activities that cover processes and patterns across both practical and examinable PE.	Independently teach core concepts and physical skills and promote the nature of thinking physically. Use a wide range of strategies to engage learners in understanding PE at a variety of scales and understand the factors that influence how pupils understand the physical competencies needed across a range of activities. Confidently plan teaching activities that cover a range of skills within different activities. Incorporate opportunities to encourage wider issues such as fair play, respect etc..

	Values, society and sustainability	To be aware of ethical issues and values in PE; consider associated personal, social, economic, environmental and political dimensions.	With support incorporate ethical issues and values, such as fair play in PE, plan for personal, social, economic, environmental and political dimensions. Demonstrate strategies for communicating these to a range of audiences.	Independently teach ethical issues and values such as fair play in PE, plan for personal, social, economic, environmental and political dimensions. Consistently implement strategies for communicating these to a range of audiences and confidently plan for paired, group and class collaborations.	Independently teach ethical issues and values, such as fair play in PE, embed personal, social, economic, environmental and political dimensions into teaching and learning. Confidently embed and reinforce opportunities for communicating these to a range of audiences and regularly plan for paired, group and class collaborations into issues of values and fair play.
	Literacy, numeracy and digital literacy	To know how to support literacy and numeracy opportunities in PE, including the use of PE vocabulary, terminology & definitions; understand opportunities to, support, promote and use of digital literacy within PE.	With support plan and teach lessons that offer and promote literacy and numeracy opportunities in PE, including the use of PE specific vocabulary, terminology & definitions appropriate for the levels being taught; incorporate opportunities in planning and lessons to support, promote and use of digital literacy within PE.	Independently plan and teach lessons that incorporate literacy and numeracy opportunities in PE, including the use of PE specific vocabulary, terminology & definitions for a variety of students; plan and deliver lessons that support, promote and use of digital literacy within PE, both within and beyond the classroom	Develop & independently plan and teach lessons that consistently support literacy and numeracy opportunities in PE, including the use of PE specific vocabulary, terminology & definitions for a variety of students; embed into lessons, opportunities that support, promote and use of digital literacy within PE. Promote and support literacy, numeracy and digital opportunities to support physical thinking, knowledge, skills and understanding both within and beyond the classroom

Religious Education (RE)

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions	Is familiar with schemes of work and subject-specific content at KS3, which includes the beliefs and teachings, sources of wisdom and authority practises and ways of life of the six main world faiths and Catholicism.	Evidences understanding and teaching of the KS3 RE curriculum, including the beliefs and teachings, sources of wisdom and authority, practises and ways of life of the six main world faiths and Catholicism. Recognises at least two denominations within each faith. Begin to develop knowledge of two faiths at KS4 level. Identify misconceptions and reflect on how they might be addressed.	Shows a clear understanding of the main six world faiths, including at least two at GCSE level. Can evidence strong knowledge which Includes the beliefs and teachings, sources of wisdom and authority practises and ways of life of the six main world faiths and Catholicism. Recognises at least two denominations within each faith. Has a good understanding of common misconceptions and how they are addressed in the RE classroom.	Has a comprehensive knowledge of the main six world faiths, including at least two at GCSE level, which includes the beliefs and teachings, sources of wisdom and authority practises and ways of life of the six main world faiths and Catholicism. Is aware of the range of beliefs and opinions within faith groups and has a clear knowledge of different denominations within each faith. Plans for common misconceptions and addresses them in the RE classroom.
	Skills and critical thinking	Begins to show an understanding of how critical reflection is important in the RE classroom, and how, beliefs, teachings, sources of wisdom and authority can be understood in different ways.	Can evidence critical reflection on the beliefs, teachings, sources of wisdom and authority in of the six main world faiths, recognising that there are different interpretations and denominations.	Has a clear understanding of the main six world faiths at taught at KS3, and two or three at GCSE level, and can critically reflect on them. Is able to use contrasting references to scripture and academic literature to support the range of views they are aware of.	Can critically reflect on a range of beliefs and teachings across the six main world faiths and within their denominations. Can give a range of references to scripture and academic literature to support the range of views they are aware of.

	Values, society and sustainability	Has an awareness of the importance of RE as human development and a tool for social cohesion. Can identify the importance of sustainability to both religious and school community.	Recognises the importance of RE as human development and a tool for social cohesion and references specific pedagogies of religion. Can identify the importance of sustainability to both religious and school communities and give examples from religious practices, ways of life and scriptures.	Shows a clear understanding of the importance of RE as human development and a tool for social cohesion. Is able to link specific pedagogies of religious education. Can identify the importance of sustainability to both religious and school communities and give a range of examples from religious practices, ways of life and scriptures linking these to specific situations and conditions.	Is able to embed in the classroom their understanding of the importance of RE as human development and a tool for social cohesion using specific pedagogies of religious education. The importance of sustainability to both religious and school communities pervades the classroom and their pupils are aware of a range of examples from religious practices, ways of life and scriptures linking these to specific situations and conditions.
	Literacy, numeracy and digital literacy	Is aware of key vocabulary across the faiths and understands the importance of religious literacy. Makes effective use of digital resources and can draw on statistics to support teaching.	Uses a range of key religious terms across the six main world faiths. Recognises the importance of developing religious literacy. Makes effective use of Microsoft office in preparing lesson materials. Is familiar with apps that can be used in the RE classroom.	Uses a range of key religious terms across the six main world faiths. Recognises the importance of developing religious literacy. Makes effective use of Microsoft office in preparing lesson materials. Is familiar with apps that can be used in the RE classroom. Has a collection of digital resources that can be taken forward and developed throughout a teaching career.	Religious literacy from across the world is embedded in their practice and this is evident in their classroom. Makes effective use of ICT in preparing lesson materials. Is aware of a number of apps that can be used in the RE classroom. Has a collection of digital resources that can be taken forward and developed throughout a teaching career.

Science (Biology, Chemistry and Physics)

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	Stage 1	Stage 2	Stage 3	ECT
SUBJECT KNOWLEDGE TS3 Demonstrate good subject and curriculum knowledge. CCF 3 Subject and Curriculum	Subject Knowledge and curriculum including in misconceptions.	To know how to teach National Curriculum content at: KS3 Biology / Chemistry / Physics and KS4 Biology / Chemistry / Physics being aware of misconceptions within science such as there being no gravity on the moon, or no force means no movement.	With support teach National Curriculum content at: KS3 Biology / Chemistry / Physics and KS4 Biology / Chemistry / Physics anticipating, and planning for, common misconceptions science such as there being no gravity on the moon, or no force means no movement.	Independently teach National Curriculum content at: KS3 Biology / Chemistry / Physics and KS4 Biology / Chemistry / Physics anticipating, and planning for, common misconceptions science such as there being no gravity on the moon, or no force means no movement.	Independently teach & develop National Curriculum content at: KS3 Biology / Chemistry / Physics and KS4 Biology / Chemistry / Physics anticipating, and planning for, common misconceptions that goes beyond the specification where appropriate. Consolidating evidence for formal assessment in context of school.
	Skills and critical thinking	To know how to teach how scientific methods and theories developed over time; use a variety of representational models; make decisions based on evaluation of evidence; evaluating risks; use scientific theories & explanations to develop hypotheses; plan, carry out, analyse & evaluate experiments; evaluate data & identify errors.	With support teach how scientific methods and theories developed over time; use a variety of representational models; make decisions based on evaluation of evidence; evaluating risks; use scientific theories & explanations to develop hypotheses; plan, carry out, analyse & evaluate experiments; evaluate data & identify errors.	Independently teach how scientific methods and theories developed over time; use a variety of representational models; make decisions based on evaluation of evidence; evaluating risks; use scientific theories & explanations to develop hypotheses; plan, carry out, analyse & evaluate experiments; evaluate data & identify errors. Confidently plan for & deliver debates on ethics in lessons.	Independently teach & develop how scientific methods and theories developed over time; use a variety of representational models; make decisions based on evaluation of evidence; evaluating risks; use scientific theories & explanations to develop hypotheses; plan, carry out, analyse & evaluate experiments; evaluate data & identify errors. Confidently plan for & deliver debates on ethics in lessons. Consolidating evidence for formal assessment in context of school.

	Values, society and sustainability	To know the limitations of science & be aware of ethical issues; evaluate/consider associated personal, social, economic & environmental implications of science; recognise the importance of peer review of results & communicating these to a range of audiences.	With support to know the limitations of science & be aware of ethical issues; evaluate/consider associated personal, social, economic & environmental implications of science; recognise the importance of peer review of results & communicating these to a range of audiences.	Independently teach the limitations of science & be aware of ethical issues; evaluate/consider associated personal, social, economic & environmental implications of science; recognise the importance of peer review of results & communicating these to a range of audiences. Confidently plan for & deliver debates on ethics in lessons.	Independently teach & develop the limitations of science & be aware of ethical issues; evaluate/consider associated personal, social, economic & environmental implications of science; recognise the importance of peer review of results & communicating these to a range of audiences. Confidently plan for & deliver debates on ethics in lessons. Consolidating evidence for formal assessment in context of school.
	Literacy, numeracy and digital literacy	To know how to present observations of science experiments & interpret other data using appropriate methods; translating data from one form to another, including mathematical analysis; use scientific vocabulary, terminology & definitions; use SI units, prefixes, powers of ten, interconvert units & significant figures.	With support know how to present observations of science experiments & interpret other data using appropriate methods; translating data from one form to another, including mathematical analysis; use scientific vocabulary, terminology & definitions; use SI units, prefixes, powers of ten, interconvert units & significant figures.	Independently, present observations of science experiments & interpret other data using appropriate methods; translating data from one form to another, including mathematical analysis; use scientific vocabulary, terminology & definitions; use SI units, prefixes, powers of ten, interconvert units & significant figures.	Develop & independently present observations & interpret other data using appropriate methods; translating data from one form to another, including mathematical analysis; use scientific vocabulary, terminology & definitions; use SI units, prefixes, powers of ten, interconvert units & significant figures. Consolidating evidence for formal assessment in context of school.

