ECTP: Weekly Mentor Interaction and Steplab Alignment

The module table below outlines the weekly sequence for Year 1 of the ECTP, including the focus of each mentor interaction. Whilst there is support for setting action steps within the ECTP Mentor Handbook, if your school uses Steplab, mentors can also refer to the associated Steplab development goals outlined below for further support.

Module 1 – How can you create an effective learning environment?		Associated Steplab Goal
Week	Mentor interaction focus	
1	Ways of working	
2	Diagnostic focused 1	
3	Establishing effective routines	Establish an entry routine Establish routines
4	Approaches to developing motivation	Motivate students to learn Build a culture of error
5	Addressing low level disruption	Establish and reinforce productive behaviour Respond to behaviour
6	Managing complex behaviour	Specialist Step (Pastoral Leadership): ● Issue sanctions to address behaviour ● Dealing with high level of defiance ● Leading effective restorative conversations between students
7	Holding high expectations and maintaining engagement	Build a sense of pace Give clear directions Use accountable questioning

Module 2 – How do pupils learn?		Associated Steplab Goal
Week	Mentor interaction focus	
8	Diagnostic focused 2	
9	Working and long-term memory	Plan well-structured units and lessons Plan clear tasks and resources
10	Introducing new knowledge	Give memorable explanations

		Give detailed explanations
11	Using worked and partially completed examples	Plan clear tasks and resources Use modelling as a scaffold
12	Helping pupils to remember	Use retrieval quizzes
13	Utilising research and metacognition	Use generative learning strategies

Module 3 – What makes classroom practice effective?		Associated Steplab Goal
Week	Mentor interaction focus	
14	Diagnostic focused 3	
15	Review and clear explanations	Give clear explanations
16	Modelling	Use modelling as a scaffold
17	Guided practice	Use modelling as a scaffold
18	Independent practice	Plan, run and monitor independent practice Use paired talk Use group discussion
19	Questioning	Use accountable questioning Add challenge or scaffolds when questioning
20	Wellbeing: Our emotional regulation system	

Module 4 – How can you use assessment and feedback to greatest effect?		Associated Steplab Goal
Week	Mentor interaction focus	
21	Diagnostic focused 4	
22	What makes assessment effective	Specify success and plan for feedback
23	Planning for effective assessment	Gather responses during instruction Check whole class understanding Use exit tickets
24	Monitoring misconceptions	Gather responses during circulation
25	Effective feedback	Give individual feedback Give whole-class feedback
26	Summative assessment	See Mentor Handbook

Module 5 – How can you support all pupils to succeed?		Associated Steplab Goal
Week	Mentor interaction focus	

27	Diagnostic focused 5	
28	An inclusive classroom	See Mentor Handbook
29	Adaptive teaching strategies	Add challenge or scaffolds when questioning
30	Providing additional support	Plan well-structured units and lessons Use generative learning strategies Use retrieval quizzes
31	Using the SEND code of practice	Specialist Steps (Teaching Assistants): ● Facilitate independent learning ● Deliver high-quality structured interventions
32	Teaching pupils who require a greater level of support	Specialist Steps (Teaching Assistants): ● Facilitate independent learning ● Deliver high-quality structured interventions
33	Wellbeing: Prioritising recovery	

Module 6 – How can you support all pupils to succeed?		Associated Steplab Goal
Week	Mentor interaction focus	
34	Diagnostic focused 6	
35	What's the purpose of a curriculum?	Plan well-structured units and lessons
36	Identifying and sequencing concepts, knowledge and skills	Plan well-structured units and lessons
37	Building secure, complex mental models	Plan well-structured units and lessons
38	Developing high-quality or language, reading and writing	Teach new vocabulary with active practice Specialist Step (oracy): ● Increase opportunities for student oracy
39	Developing critical thinking skills	Use generative learning strategies