



Department  
for Education

# **Updating the evidence base of the ITT core content framework and the early career framework**

**Government response to call for  
evidence**

**July 2023**

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## Introduction

In January 2019 the Department for Education (DfE) published the Early Career Framework (ECF) and in November 2019 DfE published the initial teacher training (ITT) Core Content Framework (CCF).

The CCF defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes. More information about the CCF is available here:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The ECF sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins the entitlement of early career teachers to receive two years of professional development designed to help them develop their practice, knowledge and working habits. More information about the ECF is available here: <https://www.gov.uk/government/publications/early-career-framework>

Both the CCF and ECF were based on the most up-to-date research into excellent teaching practice. The Education Endowment Foundation (EEF) independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity.

However, evidence does not stand still, and when launching the CCF and ECF DfE committed to updating the frameworks as research progresses. We therefore launched a call for evidence in March 2023 seeking recent, relevant and high-quality research that may inform amendments to the existing frameworks. The evidence submitted has been appraised by the EEF on the basis of whether it is robust, within the scope of the CCF and/or ECF, and helpfully supplements the existing evidence cited in the frameworks.

The call for evidence asked respondents to provide a link or reference to the source they wished to submit and to state the source's methodology, context (whether it was conducted in a school), recency, and relevance to the frameworks and to trainee and/or early career teachers.

## Summary of responses received

There were 92 studies submitted to the call for evidence that it has been possible to access, including duplicates (see Annex A).<sup>1</sup> The DfE also received responses giving narrative evidence from experts and key stakeholders in the sector, which were welcome.

The submissions covered a wide range of areas, including but not limited to: adaptive teaching, assessment, careers education, expectations (including teacher-pupil relationships), literacy and language, managing behaviour, mental or physical health and wellbeing, neuroscience, policy design and implementation, SEND, and subject and curriculum.

The submissions were a mixture of: case studies, cohort/longitudinal studies, cross-sectional studies, meta-analyses or systematic reviews, narrative literature reviews, non-randomised studies, opinion pieces or position papers, policy documents, practical guidance, qualitative research, randomised studies, secondary data analyses, and theoretical papers.

Respondents were from a wide range of organisations: education/legal charities, independent research organisations/ consultants, not-for-profit organisations, private organisations, professional bodies, public bodies, schools, SEND charities, unions, and universities. A list of respondents is included in Annex B.

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<sup>1</sup> A small number of submitted references were not immediately accessible via standard academic logins, and therefore considered inaccessible and discounted from the EEF's assessment.

## Government response and next steps

DfE wishes to thank all those who submitted responses to this call for evidence. The Call for Evidence has proved a wholly worthwhile endeavour, capturing the knowledge and expertise of the sector in a way that we hope can inform the iteration of the frameworks.

The EEF has reviewed the unique studies submitted and considered: their relevance (whether they fall within the scope of the CCF/ECF and pertinence to trainee and early career teachers), their generalisability (whether studies took place in a school and how applicable they are to the UK context), and their quality (whether the studies' methodology was appropriate to their research questions).

Alongside the findings from their wider literature review and based on the above criteria, the EEF has provided DfE with an indication of how studies might be prioritised in updating the evidence underpinning the frameworks and have made some recommendations as to where this could be implemented. For example, some of the studies submitted could usefully supplement existing evidence behind the framework(s), while others are more up-to-date than the current studies cited and could therefore replace these. The evidence examined at this point indicates that alterations to the ECF and CCF will be moderate.

The team at DfE is now working through the EEF's findings. We are liaising with the expert groups advising the review of the CCF and ECF to explore where and how it may be necessary to adjust framework statements. These will then be tested with wider stakeholders. The EEF are continuing to support DfE in processing evidence received via the call for evidence and in examining evidence as part of the broader literature review.

## Annex A: studies received

*Please note the list below only includes studies received that it is possible to access immediately via standard institutional/academic logins.*

Acar, I. and others 'Association between children's temperament and learning behaviors: Contribution of relationships with parents and teachers' Educational Psychology 2022: volume 42, pages 875-894

Alvarez, T. A and Fiez, J. A. 'Current Perspectives on the Cerebellum and reading development' Neuroscience and Behavioural Reviews 2018: volume 92, pages 55-66

Attachment Research Community 'Evidence to support the development of ITT and the ECF' 2023

Aubrey-Smith, F. 'Intentions v Reality: What's really going on for our learners when we use edtech?' Technology, Pedagogy and Education Association, Research & Development Award 2021 Report

Aubrey-Smith, F. 'Purple Mash: The Evidence and The Impact - An Independent Research Review' 2Simple 2022

Barnes, S. A. and others 'The role of parents in providing careers guidance and how they can be better supported' Warwick University 2020

Become (2018) 'Teachers who care'

Ben-Gal Dahan, A. and others 'Attachment and task persistence: Attachment orientations, perceptions of teachers' responsiveness, and adolescents' persistence in academic tasks' Attachment and Human Development 2021: volume 23, pages 665-686

BESA 'The State of Evidence in EdTech 2023'

Bowers, J. S. 'Reconsidering the Evidence That Systematic Phonics Is More Effective Than Alternative Methods of Reading' Educational Psychology Review 2020: volume 32, pages 681-705

Breedlove, Meghan and others 'Mitigating the Effects of Adverse Childhood Experiences: How Restorative Practices in Schools Support Positive Childhood Experiences and Protective Factors' New Educator 2021

Burnett, C. 'Scoping the field of literacy research: how might a range of research be valuable to primary teachers?' Working Paper, Sheffield Hallam University 2022

CIPD 'Diversity management that works: an evidence-based view' 2019

Coe, R. and others 'The Great Teaching Toolkit: Evidence Review' Evidence Based Education 2020

Coe, R. and others 'School Environment and Leadership: Evidence Review' Evidence Based Education 2022

Colenbrander, D. 'Early Identification of Dyslexia: Understanding the Issues' American Speech-Language-Hearing Association 2018

Colley, D. and Seymour, R. 'An evidence based guide to opening a successful secondary school nurture group' The International Journal of Nurture In Education 2021: volume 7

Commission For Young Lives (COYL) 'Thematic Report Three - Inclusion not exclusion: supporting all young people to succeed in school' 2022

Connolly, S. and others 'First meetings: constructive first encounters between pre-service teachers and their mentors' International Journal of Mentoring and Coaching in Education 2020: volume 9, pages 411-426

Crighton, Emma and Tom Ravenscroft 'Essential skills: Teachers' perspectives on opportunities and barriers' The Skills Builder Partnership 2021

Culhane, Leah and Emma McGeough 'Respect, equality, participation: exploring human rights education in Great Britain' 2020

Daniels, Harry and others 'School exclusion risks after COVID-19' 2020

Dobinson, K. L. and Dockrell, J. E. 'Universal strategies for the improvement of expressive language skills in the primary classroom: A systematic review' First Language 2021: volume 41, pages 527–554

Ebbels S. H. and others 'Evidence-based pathways to intervention for children with language disorders' International Journal of Language & Communication Disorders 2019: volume 54, pages 3-19

Education Scotland 'Nurture and trauma-informed approaches: A summary of supports and resources' 2023

Ellis, Simon and others 'Special Educational Needs and Inclusion: Reflection and Renewal' NASUWT 2008

Fancourt, N. and Sebba, J. 'Evaluation of the Attachment Aware Schools Programme: Final report' 2018

Fawcett, A. J. and Jones, N. 'Evaluating a screening and support system for early intervention in Wales' Journal of Research in Special Education Needs 2020: volume 20, pages 231-245

Gentle, L. and others 'Combined summary: Impact evaluation of staff experience of the Attachment Aware Schools Project phase 2' 2023

Gill, Kiran and others 'Breaking the link between school exclusion and social exclusion' IPPR, the Institute for Public Policy Research 2017

Gorard, S. and others 'Philosophy for Children: evaluation report and executive summary' EEF and Durham University 2015

Gore, J. and others 'Fresh evidence on the relationship between years of experience and teaching quality' The Australian Educational Researcher 2023

Hanley, M. and others 'Classroom displays – Attraction or Distraction? Evidence of impact on attention and learning from children with and without autism' Developmental Psychology 2017: volume 57, pages 1265-1275

Hanson, J. and others 'An evaluation of the North East of England Pilot of the Gatsby Benchmarks of Good Career Guidance' Derby University, International Centre for Guidance Studies 2021

Havighurst, S. S. and others 'Trauma-focused tuning into kids: Evaluation in a clinical service' Children 2021: volume 8

Haye, M. and others 'Intersectionality in SEND: Families experiences in schools' Special Needs Jungle 2022

Hibbin, Rebecca and Jo Warin 'A language focused approach to supporting children with social, emotional and behavioural difficulties (SEBD)' Education 2019: volume 3

Hibbin, Rebecca and Jo Warin 'Embedding Restorative Practice in schools' Centre for Social Justice and Wellbeing in Education 2020

Hindman, A. and others 'Teacher–Child Conversations in Preschool Insights Into How Teacher Feedback Supports Language Development' Topics in Language Disorders 2022: volume 42, pages 336–359

Hooley, T. and others 'Teachers and Careers. The role of school teachers in delivering career and employability learning' International Centre for Guidance Studies, University of Derby 2015

Hordern, J. and C. Brooks 'The core content framework and the “new science” of educational research' Oxford Review of Education 2023

Howe, Christine and others "Teacher–Student Dialogue During Classroom Teaching: Does It Really Impact on Student Outcomes?" Journal of the Learning Sciences 2019: volume 28, pages 462-512



Hulme, C. and others 'Children's language skills can be improved: Lessons from psychological science for educational policy' *Current Directions in Psychological Science* 2020: volume 29 372–377

Justice 'Challenging School Exclusions' 2019

Kambouri, M. and others 'Using speech-to-text technology to empower young writers with special educational needs' *Research in Developmental Disabilities* 2023

Knight, C. 'What is dyslexia? An exploration of the relationship between teachers' understandings of dyslexia and their training experiences' *Dyslexia* 2018: volume 24, pages 207– 219

Kniveton, B. H 'The Influences and Motivations on Which Students Base Their Choice of Career' *Research in Education* 2004: volume 72, pages 47-57

Li, H. 'A new perspective for understanding the contributions of the cerebellum to reading: The cerebro-cerebellar mapping hypothesis' *Neuropsychologia* 2022

Lowe, H. 'The effectiveness of classroom vocabulary intervention for adolescents with language disorder' *Journal of Speech, Language, and Hearing Research* 2019: volume 62, pages 2829-2846

Mather, N. and Jaffe, L. 'Orthographic knowledge is essential for reading and spelling' *Reading League Journal* 2021

McDougal, E. and others 'Profiles of academic achievement and attention in children with and without Autism Spectrum Disorder' *Research in Developmental Disabilities (Special edition)* 2020

McDougal, E. and others 'Teacher insights into the barriers and facilitators of learning in autism' *Research in Autism Spectrum Disorders* 2020

McMahon, K. and others 'The impact of a modified initial teacher education on challenging trainees' understanding of neuromyths' *Mind, Brain and Education* 2019: volume 13, pages 288-297

McMahon, Kendra 'Case Studies of Interactive Whole-Class Teaching in Primary Science: Communicative approach and pedagogic purposes' *International Journal of Science Education* 2012: volume 34, pages 1687-1708

McMurray, S. 'Learning to spell for children 5-8 years of age: the importance of an integrated approach to ensure the development of phonic, orthographic and morphemic knowledge at compatible levels' *Dyslexia* 2020: volume 26, pages 442-458

Mercer, Neil and others 'An oracy assessment toolkit: Linking research and development in the assessment of students spoken language skills at age 11-12' Learning and Instruction 2017: volume 48

Mintz, J. and others 'Towards a New Reality for Teacher Education for SEND' UCL Institute of Education 2015

Moll, K. and others 'Understanding comorbidity of learning disorders: task-dependent estimates of prevalence' Journal of Child Psychology and Psychiatry 2019: volume 60, pages 286-294

Mujtaba, T. and others 'Focus for Teacher Assessment of Primary Science Evaluation Report' Education Endowment Foundation 2022

Mulholland, P. and Parker, R. 'Understanding mental health in schools from the perspective of young people' Pastoral Care in Education 2022

Murphy, V. and Unthiah, A. 'A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL)' University of Oxford Department of Education 2015

Nicolson, R. and Fawcett, A. 'Development of Dyslexia: The Delayed Neural Commitment Framework' Frontiers in Behavioural Neuroscience 2019

Norbury, C. and others 'The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study' Journal of Child Psychology and Psychiatry 2016: volume 57, pages 1247-1257

O'Connor, M. and Russell, A 'Identifying the incidence of psychological trauma and post-trauma symptoms in children' Clackmannanshire Council Psychological Service 2004

Ovenden-Hope, Tanya 'The Early Career Framework: Expectations and Experiences' 2024

Ovenden-Hope, Tanya Afterword in 'The Early Career Framework: Origins, Outcomes and Opportunities' 2022

Paas, F. and van Merriënboer, J. 'Cognitive-load theory: Methods to manage working memory load in the learning of complex tasks' Current Directions in Psychological Science 2020: volume 29, pages 394-398

Parker, R. 'Teacher perceptions of attachment awareness in schools – normative or transformative?' PhD thesis, Bath Spa University 2022

Partridge, Laura 'Pinball Kids, Preventing School Exclusion' RSA 2020

Quint, Chella 'A Period Positive National Curriculum for England' 2022

Ravenscroft Tom and Laura Baker 'Towards a Universal Framework for Essential Skills' Skills Builder Partnership 2020

Report of the Independent Commission on Malpractice 2019

Roorda, D. and others 'Affective teacher-student relationships and students' engagement and achievement: A meta-analytic update and test' School Psychology Review 2017: volume 46, pages 239–261

Rose, J. and others 'Attachment Aware Schools: The impact of a targeted and collaborative intervention' Pastoral Care in Education 2019: volume 37, pages 162-184

Rose, J. and others 'Emotion Coaching – A strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study' The European Journal of Social and Behavioural Sciences 2015: volume 13, pages 130-157

Seale, Jane 'Keeping connected and staying well: the role of technology in supporting people with learning disabilities during the coronavirus pandemic' The Open University 2020

Seale, Jane and others "'I've been a whizz-kid since I've been at college": Giving voice to the collective memories of adults with learning disabilities about the role that technology has played in their lives' Disability Studies Quarterly 2019: volume 39

Seymour, Will and Robert Craig 'Essential Skills Tracker 2023' Skills Builder Partnership 2023

Sloan, S. and others 'The impact and cost effectiveness of Nurture Groups in Primary Schools in Northern Ireland' Centre for Evidence and Social Innovation, Queen's University Belfast 2016

Snowling, M. and others 'Language difficulties are a shared risk factor for both reading disorder and mathematics disorder' Journal of Experimental Child Psychology 2021

Spall, E. and others 'Not Making the Grade' MIND charity report 2022

Strand, S. and Lindorff, A. 'Ethnic disproportionality in the identification of Special Educational Needs (SEN) in England: Extent, causes and consequences' University of Oxford Department of Education 2018

Teach First 'Careers education in the classroom. The role of teachers in making young people work ready' 2015

Tejani, Mehak and others 'Inclusive Nurturing Schools Toolkit' RSA 2022

Timpson, Edward 'Review of school exclusion' Presented to Parliament by the Secretary of State for Education 2019

- Vincent, C. and others 'Lessons from lockdown: Autistic students, parents and mainstream schools' *British Educational Research Journal* 2023: volume 49
- West, G. and others 'Early language intervention improves behavioral adjustment in school: evidence from a cluster randomized trial' *Journal of School Psychology* 2022: volume 92, pages 334-345
- West, G. and others 'Early language screening and intervention can be delivered successfully at scale: Evidence from a cluster randomised controlled trial' *Journal of Child Psychology & Psychiatry* 2021: volume 62, pages 1425-1434
- Wilson, B. and others Autism and externalizing behaviours: Buffering effects of parental emotion coaching 'Research in Autism Spectrum Disorders 2013: volume 7, pages 767-776
- Wyse, D. and Bradbury, A. 'Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading' *Review of Education* 2021
- Zerbes G. and others 'Glucocorticoids, Noradrenergic Arousal, and the Control of Memory Retrieval' *Journal of Cognitive Neuroscience* 2019: volume 31, pages 288-298

## **Annex B: respondents to the call-for-evidence**

*Please note the list below only shows organisations with which respondents are associated. It only includes respondents who provided their organisation and excludes both those who requested to remain anonymous and those who did not state whether they wished to remain anonymous.*

Ambitious About Autism

Anti-Bullying Alliance

The Attachment Research Community (ARC)

Bath Spa University

The Bell Foundation

British Dyslexia Association

The Careers & Enterprise Company

CEG Consultants

Community Trade Union

The Council for Disabled Children

Durham University

Education & Training Foundation

Equality and Human Rights Commission

Evidence Based Education

Gloucestershire County Council

The Halifax Academy

Helen Simon Associates

JUSTICE

NASUWT The Teachers' Union

National Association of Head Teachers (NAHT)

National Education Union (NEU)

National Network of Parent Carer Forums

Nurtureuk

One Life Learning & The Open University

The Open University, Faculty of Wellbeing, Education and Language Studies

Pearson Education Limited

Period Positive

Plymouth Marjon University

Royal College of Speech and Language Therapists

Sheffield Hallam University

Skills Builder Partnership

Special Educational Consortium

Special Needs Jungle Ltd

Speech and Language UK

Teach First

Universities' Council for the Education of Teachers (UCET)

University of Bath / University of Plymouth

University of Bedfordshire

University of Buckingham

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