



Department  
for Education

# **The evidence base underpinning the Initial Teacher Training and Early Career Framework**

**Government response to call for  
evidence**

**April 2024**

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## Introduction

*This document updates and replaces the previous Department for Education (DfE) response to the call for evidence, published July 2023.*

In January 2019 DfE published the Early Career Framework (ECF) and in October 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: [Initial teacher training \(ITT\): core content framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/initial-teacher-training-core-content-framework)

The ECF sets out what early career teachers (ECTs) 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: [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework)

Both the CCF and ECF were based on research into excellent teaching practice. The Education Endowment Foundation (EEF) independently reviewed the frameworks to ensure that the claims made within the framework, and particularly the ‘Learn that’ statements, accurately reflect the evidence sources they have been drawn from. However, neither evidence nor practice stands still. That is why we committed to a review of the CCF and ECF as the evidence base evolves and importantly, so too do the experiences and needs of trainees and ECTs. As part of the process for updating the frameworks, we therefore launched a call for evidence seeking recent, relevant, and high-quality research that might inform the review and amendments to the existing 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 relevant setting), recency, and relevance to the frameworks and to trainee and/or early career teachers.

In January 2024 DfE published the Initial Teacher Training and Early Career Framework (ITTECF), bringing together both frameworks and replacing the previously separate ITT CCF and ECF. The framework ensures teachers are setting high expectations for all pupils. We combined an EEF-assured review of the ‘*Learn that...*’ statements and underpinning CCF and ECF evidence with evaluation data, lessons learned from the first years of implementation, and extensive expert and sector feedback. Important changes have been made to the design and content of the frameworks and to ECF-based training delivery to improve the support all trainees and ECTs receive from September 2025. The

changes include updates and enhancements regarding supporting pupils with special educational needs and disabilities (SEND), oral language (sometimes known as oracy), and early cognitive development. More information about the outcomes of the review can be found here: [Initial Teacher Training and Early Career Framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/initial-teacher-training-core-content-framework-and-early-career-framework.pdf)  
[Outcomes of the review of the initial teacher training core content framework and early career framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/initial-teacher-training-core-content-framework-and-early-career-framework.pdf)

## 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> 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 is grateful to all those who submitted responses to this call for evidence.

The EEF and DfE reviewed the unique studies submitted and considered: their relevance (whether they fell within the scope of the CCF/ECF and pertinence to trainees and ECTs), their generalisability (whether studies took place in an education setting and how applicable they are to the English context), and their quality (whether the studies' methodology was appropriate to their research questions).

The quality of the unique studies submitted was high and the vast majority were pertinent to trainee and early career teachers. The most significant factor regarding the usability of the submitted unique studies was the applicability to existing statements, or to areas identified by DfE and advisory groups as priorities for change during the update.

Once studies had been identified as being pertinent, DfE drew from them to create a 'long list' of potential changes that could be made to framework statements. DfE consulted with expert groups, including our External Steering Group<sup>2</sup>, weighing them up against a set of agreed principles on what would merit changes to the framework. These principles were:

1. Where relevant, is there evidence for making a particular claim (e.g., causal claim, empirical claim, or more descriptive statement)?
2. Is the statement applicable to all subjects, phases and contexts?
3. How does it impact the overall balance of the framework (does it create an imbalance between sections and/or does it have implications for workload on trainees and ECTs)?
4. Is it necessary that this is mandatory for all providers?
5. Does it improve on existing content?

Following DfE's review, we incorporated 4 studies submitted as part of the call for evidence within the new Initial Teacher Training and Early Career Framework (ITTECF). These can be found at [Annex C](#).

Non-inclusion in the ITTECF should not be seen as a judgement on the merits of a study. The ITTECF sets the content for all ITT courses and ECT training programmes, not the full curriculum, which is for providers to determine. There were several studies that did not make it into the final document and evidence list, but that were helpful in identifying areas that the CCF/ECF review should focus on. These included (without being an

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<sup>2</sup> Membership of the External Steering Group was published in the [ITTECF](#).

exhaustive list) early cognitive development, language screening and early language interventions, use of phonics, oracy, adaptive teaching, English as an additional language, and formative assessment.

We remain committed to ensuring the ITTECF is underpinned by high quality, up to date evidence. Future reviews will update and refresh the evidence base underpinning the framework, ensuring all new teachers receive high quality training at the start of their career.

## 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 behaviours: Contribution of relationships with parents and teachers' Educational Psychology 2022: volume 42, pages 875-894
- Alvarez, T. 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
- McMahan, 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
- McMahan, 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
- Voice 21



## Annex C: Call for evidence submissions that have been included in ITTECF

*The following is a list of the studies submitted as part of the call for evidence that have been used directly in the ITTECF to support a new or updated 'Learn that...' statement:*

**'Learn that...' statement 1.7:** High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.

- 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.

**'Learn that...' statement 3.12:** Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years.

- 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.
- Hulme, C., Snowling, M. J., West, G., Lervag, A., & Melby-Lervag, M. (2020) Children's Language Skills Can Be Improved: Lessons from Psychological Science for Educational Policy. *Current Directions in Psychological Science*, 29(4), 372-377.
- West, G., Lervag, A., Snowling, M. J., Buchanan-Worster, E., Duta, M., & Hulme, C. (2022) Early language intervention improves behavioural adjustment in school: Evidence from a cluster randomized trial. *Journal of School Psychology*, 92, 334-345.



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