



Initial Teacher Education: Effective Target Setting

University of Cumbria ITE Partnership

Target Setting for ITE Trainees

Effective target setting is central to supporting a trainee's progress and success throughout their ITE journey. Developmental targets must provide a clear, purposeful focus for improvement, linking the quality of teaching directly to its impact on pupil learning over time.

Targets should be specific, developmental, and achievable, rooted firmly in the ITE curriculum and the assessment expectations for each placement phase. They must help trainees identify the essential knowledge and skills required to refine their practice and make sustained progress toward meeting the Teachers' Standards.

Weekly review meetings provide a critical opportunity to evaluate and adapt these targets. Through structured professional dialogue and reflection, trainees are supported to embed what they have "learnt that" and "learnt how to" do via their ITE curriculum. Mentors help trainees evaluate how this learning is enacted in the classroom, identifying the precise next steps needed to strengthen their overall practice.

Successful University of Cumbria ITE Partnership; targets should:

- Be **SMART**
- State what the trainee needs to focus on to **make progress**
- State what **actions** the trainee needs to take to improve and make progress
- Set out **realistic time-frames** and state when the target will be reviewed
- Include a clear **success criteria**
- Be **subject specific** where appropriate
- Use **language** which aligns with the appropriate **assessment grids**
- Encourage engagement with **academic reading** and research

SMART(R) Target Guidelines

- **Specific:** Define exactly what the trainee must achieve and why (e.g., subject knowledge, pupil impact).
- **Measurable:** Set clear success criteria, required evidence, and modelled examples so performance can be judged.
- **Achievable:** Ensure the goal matches available resources, setting realistic challenge levels and clear action steps.
- **Realistic:** Align targets with the trainee's current placement phase, Staged Expectations, and tutor feedback.
- **Timely:** Establish explicit deadlines (e.g., next lesson, end of the week, or unit completion).
- **Reviewed:** Evaluate the impact on pupil progress and teaching practice using lesson plans, evaluations, or books.

The University of Cumbria ITE Partnership- Weekly Targets Running Record' proforma

The Targets Running Record creates a developmental space where trainee teachers and expert colleagues work collaboratively to shape bespoke targets and actions, supporting progress toward meeting the expectations of each placement phase.

Central to the professional dialogue at each weekly meeting is the use of the Staged Expectations / End-Point Assessment Guidance, the trainee teacher's embedded ITT curriculum documentation, and associated resources. These may include the National Core Content Framework resources and reading lists, alongside knowledge organisers and identified key readings for each session.

Targets are key indicators of progress for University of Cumbria trainee teachers. They must be reviewed, refined, and updated through ongoing professional dialogue, ensuring they remain relevant to the trainee's developing practice and support their trajectory toward meeting placement phase expectations.

UPT: LM and PPL colleagues will monitor target development through established quality assurance (QA) touchpoints.

DEVELOPMENT TARGETS RUNNING RECORD

Name of Trainee:

Placement: B/D/E (use colour coding to track) |



INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/U/LM/Mentor/PPL

‘Staged Expectations’ and ‘domains of ITT learning’ linked to targets

Targets must always help a **Trainee Teacher** ‘remember more’ of what they have ‘learnt that’ and ‘learnt how to’ through their ITT curriculum.

The **University of Cumbria** ITT Partnership bases its Beginning and Developing placement assessment guidance on the trainee's ITT curriculum. This curriculum aligns with the **National Core Content Framework (CCF)**—the core entitlement for all ITT programmes in England—and is structured around the following ‘Domains of ITT Learning’:

1. Professional Behaviours
2. Behaviour Management
3. Pedagogy
4. Curriculum
5. Assessment
6. The University of Cumbria ITE Partnership ‘Ambitious Curriculum’ aim: Challenging Disadvantage Together

Targets must ensure that the ITT curriculum is used to identify a broad, appropriate range of goals, shaping a **Trainee Teacher’s** development across these domains.

Consider the following questions when determining how to pitch an appropriate target:

- What is the specific development area or issue? How does it relate to the subject being taught?
- Has the **Trainee Teacher** already studied this topic as part of their programme?
- What is the specific component-level, subject-specific target?
- What support will be put in place to help the **Trainee Teacher** achieve this target?
-

A **Trainee Teacher’s** profile should feature a diverse range of targets, including goals that are subject-specific and responsive to their specific placement context.

Examples of targets set using the Staged Expectations and recorded via the Weekly Targets Running Record are detailed below.

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectati	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/ PPL
To implement 2 strategies to gain attention and support behaviour in line with school policy (Praise, raising hand – waiting for silence)	Behaviour	• Read school behaviour policy to gain an understanding of the existing behaviour management expectations. • Discuss behaviour management strategies and their impact used with the class teacher • Observe and note the strategies to gain attention and manage behaviour in your class • Implement the behaviour strategies noted during small group work and any whole class transitions (gaining attention, moving from table to line up). • Be observed implementing the strategies. • Activate prior knowledge by referring to PGPC9140 notes and Behaviour ITAP observation notes • Read and reflect on Tom Bennet's behaviour management toolkit. https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf • Reflect and discuss the impact of strategies with mentor.	Week 3	Lesson observation form 27/6 Observation of FG (Y5) notes 26/6 Annotated Tom Bennett document 25/6	B. Smith 2 K. Plum
Understand the structure and format of a phonics lesson	Curriculum	• Observe the class teacher and complete a lesson observation form focusing on structure • Watch SSP You Tube clips with a focus on Phase Two expectations • Review Cumbria Teacher of Reading module notes focus on structure and organisation • Read Teaching Systematic Synthetic Phonics and Early English: Second Edition by Jonathan Glazzard – refer to contributions on structure • Research: the schools SSP scheme and develop an understanding on how the scheme is structured	Week 2	Lesson observation form 20/6 Reading notes 21/6	B. Smith 22/6 K. Plum 22/6

The Student Teacher's Learning Journey: Components and Composites

Whilst we recognise that Trainee Teachers are on a 'journey' of development at each stage of their programme and placement, we are now also clear about how they acquire the new knowledge required to become effective teachers.

As reflected throughout the placement documentation, this knowledge is clearly outlined within the assessment guidance. This makes it easier to identify what a Trainee Teacher has 'learnt that' and 'learnt how to', and then connect this learning through the relevant Domain of ITT Learning to how it will be enacted within the classroom or setting context.

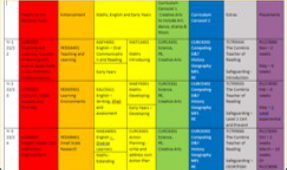
How do we present this for your ease of access?

Breadth and Depth



Top level course documents- inc. Programme specification & module descriptor forms.

We display this overview to you as a grid of the modules and sequence throughout the Programme- 'course overview'



The progression of the ITT Curriculum.

We display this to you as the 'Staged Expectations'

These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the placement)

Breadth of curriculum- 'learn that' and 'learn how to' statements



We display these to you as 'Knowledge Organisers'

New for 2022/23

You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.

These organisers outline the 'essential (components) knowledge and skills' learnt by our student teachers before each phase of placement.

They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge.

This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations.



Curriculum Sequence steps

This can be accessed through your UPT where you feel it useful to have a session by session sequence of knowledge & skills build in a module or subject area. (PGCE include in booklet for individual subjects)

They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.

We use these documents internally to explore teaching quality and ensure coverage of curriculum.



A Simple Guide to Components and Composites

Trainee teachers are on a professional learning journey made up of incremental steps. These individual steps are known as the **components** of the curriculum.

Our role as expert colleagues is to support trainee teachers in combining these components to reach their final destinations. These destinations are known as **composites**.

In the primary classroom, composites relate directly to the top-level outcomes of the National Curriculum. They are multi-faceted, drawing together the diverse range of knowledge and skills that pupils must acquire and apply. Each composite is built from its constituent parts, or **components**. These components must be carefully sequenced so that pupils build on prior learning, make meaningful connections, and apply previously acquired knowledge.

The exact same principle applies to teacher development. Trainee learning is constructed progressively through the carefully sequenced components of the ITT curriculum. Over time, trainees bring these components together, applying them in increasingly complex classroom contexts. This cumulative process enables them to advance steadily toward the composite expectations of the Teachers' Standards.

Therefore, the role of the expert colleague is to help trainee teachers understand what they are learning, how this knowledge connects to what they already know, and how to enact it effectively in classroom practice.

Here's the example Ofsted offer as a means of explaining the difference between **components** and **composites**:-

Composite: *To learn the names of, describe weather associated with and observe changes across the four seasons*

Components

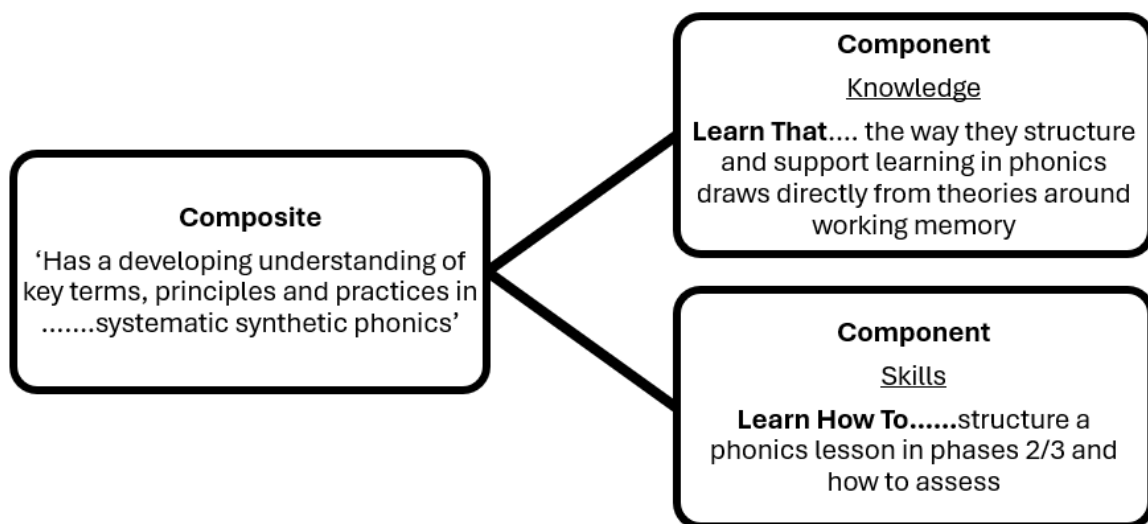
Knowledge Components	Skills Components
• <i>Know the names of the four seasons</i> • <i>Know when they take place</i> • <i>Know the basic characteristics of each season</i> • <i>Know similarities between seasons</i> • <i>Know differences between seasons</i>	1. <i>Observe the weather</i> 2. <i>Relate the different types of weather to their experience</i> 3. <i>Use simple information sources</i> 4. <i>Make comparisons</i>

A Comparison to ITT Training

In ITT, the **composite** represents the end-of-phase destination in the Student Teacher's learning journey — the **Staged Expectation**.

However, reaching this composite requires sufficient **component depth** within the curriculum. Components should be broken down into:

- **Knowledge** – 'learn that'
- **Skills** – 'learn how to'



This essential knowledge is captured in the **Knowledge Organisers**, which are linked to the Staged Expectations.

Understanding and using both **composite expectations** and **component-level essential knowledge** is key to supporting Trainee Teachers to develop their practice and make sustained progress.

Using clear ‘implementation’ steps- (Verb driven actions)

An effective target should not only identify what needs to improve, but also make clear how the trainee will begin to achieve that improvement. This is why implementation steps are an important part of the target-setting process.

Using clear, purposeful **action verbs** helps translate a developmental target into specific actions that a trainee can understand, practise and review. Verbs such as **identify, plan, model, explain, question, check, adapt, apply, practise, evaluate** and **refine** make the expected action explicit and provide a clear focus for professional dialogue.

Implementation steps also help bridge the gap between knowing and doing. They enable trainees to draw on what they have ‘learnt that’ and ‘learnt how to’ through the ITE curriculum and identify how this knowledge will be enacted in the classroom or setting.

Starting with implementation steps therefore makes targets more specific, observable and achievable. It gives the trainee a clear next step, provides mentors with something tangible to review, and creates opportunities to gather evidence of progress over time.

This supports purposeful weekly professional dialogue and helps ensure that targets contribute directly to improved teaching and, ultimately, improved pupil learning and progress.

Adapt	Evaluate	Research
Listen	Read	Explore
Observe	Evaluate	Seek
Implement	Identify	Devise
Discuss	Plan	

INTENT		IMPLEMENTATION
Targets	Linked to staged progress expectations (B&D)	Actions to be taken by the trainee
To understand what a fronted adverbial is, its function in sentences and effective approaches to teaching it	<u>Curriculum</u> – improvement in subject knowledge, grammar	• Read Appendix 2 – National Curriculum Grammar glossary – Y5 • Observe the class teacher in English lessons and identify when grammatical conventions are being modelled and explicitly taught • Find out from the class teacher or mentor different interactive ways and resources to teach grammar • Activate Prior Knowledge - Revisit notes from PGPC9140 English session 3 Teaching Grammar and blackboard resources and utilise the support • Read Chapter 7 ‘teaching adverbial phrases’ from Bingle B and Horton, S. (2014). <i>Lessons in Teaching Grammar in primary Schools</i>. London. Sage. • Watch ‘George explains fronted adverbials’ https://www.youtube.com/watch?v=t44uZfBvVJs

Short, medium and long term targets & their review

It is recognised that some targets are more difficult to achieve and require a longer timescale, even over a whole placement. Longer term targets should be broken down into smaller steps and reviewed regularly to set the next steps. The example below (taken from an 'End point assessment' - Extending phase placement) sets out the first couple of steps in ensuring that the trainee makes progress in making accurate and productive use of assessment (S6).

Targets	Links to Extending phase standards	Actions to be taken	Target date for Achievement	Review of Target and Comment on progress
Long Term Make accurate and productive use of assessment Short term Extend range of assessment strategies which encourage children to evaluate and improve their work	S6 S6 (b)	• Read Chapter X of Clarke and discuss implications with mentor. • Observe Mrs Y teaching and answer the following questions– what does she ask pupils to do to evaluate their work? How do the pupils respond? Do the pupils know now how to improve their work? Did this strategy help to improve pupil • Meet Mr T the assessment lead to discuss practical strategies to implement the school assessment policy	By end of placement By Wed Thursday (next mentor meeting)	
Short Term Review how written feedback should look to encourage pupils to respond and improve their work	S6 (d)	• Review a sample of pupils' books from Mr Z's class – identify good practice in terms of written feedback – what strategies does he use to encourage pupils to respond and improve their work? What impact did this have on pupils' progress? • Model good practice when marking class JY's books – how did the pupils respond? What impact did it have on their progress? Bring a sample of their marked books to the review meeting and be ready to discuss the impact you have had on their progress. • Develop a new assessment strategy in your next lesson (mentor carries out a focused observation and feedback)	Monday Tuesday Thursday	

The prompt questions embedded in the B&D Staged Expectations and End-Point Assessment Guidance help trainee teachers reflect on development areas and plan their next steps.

The following notes demonstrate how to structure B&D placement targets to ensure comprehensive domain coverage and clear review criteria:

DEVELOPMENT TARGETS RUNNING RECORD

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To implement two strategies to gain attention and support behaviour in line with school policy (Praise, raising hand waiting for silence)	Behaviour Observe and be observed implementing behaviour strategies learned, in line with school policy.	• Read school behaviour policy to gain an understanding of the existing behaviour management expectations. • Discuss behaviour management strategies and their impact used with the class teacher • Observe and note the strategies to gain attention and manage behaviour in your class • Implement the behaviour strategies noted during small group work and any whole class transitions (gaining attention, moving from table to line up). • Activate your prior knowledge by referring to PGPC9140 notes about the impact of behaviour for learning and how to manage it • Read and reflect on Tom Bennet's behaviour management toolkit. https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf • Reflect and discuss the impact of your use of strategies with your mentor.	End of week 1	Colleague Observation notes - 19/5 Lesson observation feedback - 22/5 Lesson observation feedback - 22/5	<i>S. Taylor</i> 22/5 <i>H. Samuels</i> 22/5
To know the different backgrounds and needs of 3 profile children.	Pedagogy Become aware of, and take into account different abilities, back	• Discuss the needs of the class with the class teacher. • Study a sample of children's books to determine what they understand (3 Profile children) • Observe a sample of the children during lessons (profile children) • Talk to the children about their work and their understanding. (Profile children) • Explore the range of resources used in the class to support these children's learning. • Ask questions about how children's learning is supported in class. • Read about adaptive teaching https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	End of week 1	Completed Pupil Profile notes -29/5 Completed Class Data Summary – 29/25	<i>S. Taylor</i> 22/5 <i>H. Samuels</i> 22/5

The Weekly review and Target Setting

The Weekly Review Meeting is a key part of a trainee's development. It follows a continuous four-stage cycle: **Reflection, Impact, Intent, and Implementation**. This cycle is used every week to track progress and guide a trainee to improve in response to the **B&D Staged Expectations** and **End-Point Assessment Guidance**.

1. The Weekly Review Meeting (**Reflection**)

The trainee presents their completed Weekly Review document.

Reflection questions:

- How has the trainee worked on their targets during planning, teaching, and non-contact time?
- What evidence is there to show the impact this is having on pupils and trainee development?
- What did the trainee do to action their targets this week?
- What did others do to support them in meeting these targets?

2. Review Targets (**Impact**)

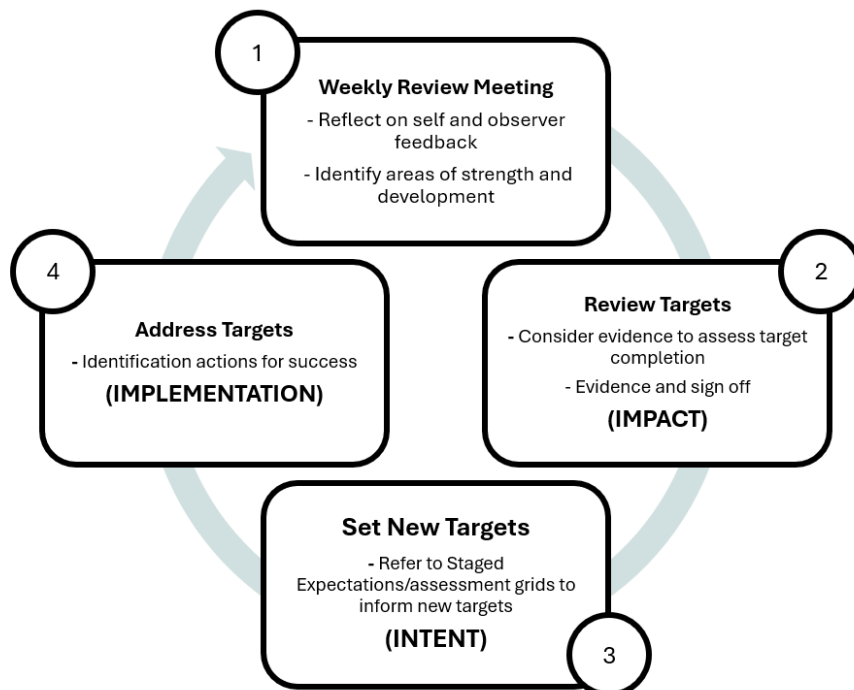
- **Look at Evidence:** Ask the trainee to show clear evidence of progress, such as lesson plans, pupil work, or observation notes.
- **Sign Off:** If sufficient progress has been made, a target can be signed off. If further development is required, a new, more focused target will be needed.

3. Set New Targets (**Intent**)

- **Refer** directly to the Staged Expectations and assessment grids to see what the trainee needs to achieve next.
- **Establish** 2 to 3 SMART targets each week. Use Staged Expectations/Teachers Standards and Professional Practice Learning Tasks to create new, focused targets.

4. Address Targets (**Implementation**)

- **Plan Next Steps:** Work in collaboration with the trainee to suggest practical actions they need to take to succeed.



This structured review process demonstrates how a trainee's core knowledge builds progressively over time. To maintain robust quality assurance (QA), the **ITE Partnership** mandates that all reviews and mentor commentaries are formally recorded. The Mentor completion section within the Weekly Review form provides this opportunity, see example below.

TRAINEE' S EXTENDING PLACEMENT WEEKLY REVIEW

This reflection document should refer to the descriptors in the 'Common Framework' Criteria. You should comment on pupils' progress and your own progress in relation to previous targets. It should be central to the professional conversation with your mentor at the weekly review meeting. **Targets discussed here feed directly into the trainee development target sheet.**



Trainees Name	*****	Placement	Extending
Week	Week2	Mentor	*****
School/ Setting	*****	Attendance this week: 5 days	

Student: Reflect on the following questions to consider pupil progress in relation to the impact of either your own or others` teaching. You should also include links to the Common Framework and evidence from across your programme in relation to your own progress.			MENTOR: How have you supported the student this week? What observations, guidance, steering to other expert colleagues in school, research and subject focus have you been able to discuss or provide? How have you used the assessment guidance for this student to help them build on their learning?
Intent: What did you set out to achieve this week in your teaching and to promote pupil progress? What learning have you taken from your ITAPs to support developments in this area? (*where relevant)	Where is your evidence for this?	Links to relevant standards	- Sam's adapted design and technology medium term plan has demonstrated how he is receptive to feedback and professional development. Sam is well on his way to achieving his targets. - I have explained to Sam how I will be using the University's knowledge organisers to inform my observation and subsequent targets. - I have encouraged Sam to bring his draft D&T medium-term plan to our next mentor meeting. We will cross-reference the learning objectives against the National Curriculum to ensure progression in line with the school scheme. - Reflective questions to consider: - When you look at your next D&T sequence, how will you evaluate whether the children have met the learning objective, rather than just finished the task? - Which specific model of Fogarty's integration are you considering for this D&T unit, and how will it benefit the children's understanding?
Target 1: To create well-structured detailed plans. <i>After submitting my weekly plans for feedback, I know they require greater structure. Following discussions with my Mentor I need to clarify my intentions, address timings and provide structured assessment questions linked to the learning objectives. I understand this level of detail will not be required as I progress through my Extending Placement but will help me to focus on my ideas when devising sequential learning experiences.</i>	Mentor annotated lesson plans 14/6/24	S4 S3	
Target 2: To plan learning experiences that link to learning objectives. <i>On my Developing Placement I was provided with the Learning Objectives to plan from, and I felt confident in the process. But on this placement, I am required to write my own medium-term plan for design and technology and need to devise the learning objectives using the National Curriculum. I am beginning to write effective learning objectives that are committed to learning as opposed to task completion. This has been a challenge as defining learning can be confusing and it can be tempting to choose a fun activity and find a learning objective that might be a good match. Referring to my ITAP observations on progression using scaffolding and creating a logical sequence has challenged this as an option. Revisiting Fogarty's Models of Curriculum Integration has reminded me that devising LOs must also provide children opportunities to make valuable connections between their learning.</i>			

Implementation: What did you do to achieve this? Target 1: To create well-structured detailed plans. <i>I found looking at the White Rose Maths scheme very useful to see how the learning objectives explicitly link to both the learning experiences and planned questions. The University planning exemplars, and module resources gave me the confidence to adapt the planning format to one I feel supports my thinking process. Submitting my weekly plans to Mrs Plum in plenty of time gave me the chance to respond to feedback and make adaptations to my lesson. I also shared my medium-term plan with the Design and Technology Subject Leader, which was great to get further guidance, particularly on subject specific vocabulary and effective questioning in design and technology.</i> Target 2: To plan learning experiences that link to the learning objectives <i>I met with the design and technology subject leader, and they supported me in devising learning objectives using the DATA resources as exemplars. I presented my initial medium-term plan to receive feedback and subsequently adapted the objectives to make them SMARTER. I used this as a basis for my research and shared it at the team planning meeting to receive my colleague's input. Using the feedback from my design and technology plan I independently devised a weekly plan for the whole class guided reading which gave me the chance to put my research into practice.</i>		D&T MTP – (18-6) Notes from meeting with D&T Subject Leader (17-6) Guided reading plan (17-6)	S4 S3	- Team planning has been a useful experience for both me and Sam this week, we were able to generate some interesting ideas that I look forward to seeing in practice. - Sam's guided reading plan fulfills both school and university expectations. The TA working with the group when the session was delivered noted his effective questioning. - Sam has developed his understanding of the weekly planning process considerably this week – long may it continue. - I have suggested for Sam to observe our Y6 teacher on the use of effective questioning and read the EEF resources on questioning habits – https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/EEF-Questioning-Habits-Tool-1.0.pdf?v=1788440632
Impact: What progress have you made? <i>I feel a lot more confident in the process of planning and the use of learning objectives. I need more practice, but I can see where to improve. I am no longer going to choose fun activities and hope they fit the learning objective. In my guided reading sessions, I felt secure in the questions I was asking as I had planned them thoroughly. I hope I will get some feedback on this during my next observation.</i> What progress have the children made? <i>During guided reading the class were very enthusiastic and eager to make predictions and used their prior knowledge of the text effectively. By planning my questions prior to the session, I feel I had a greater understanding of their progress. Pupil Profile Child H struggled in making connections between the characters previous experiences and making sensible predictions.</i>		D&T MTP – (18-6) Guided reading plan (17-6)		
Proposed Targets to inform my next steps: (To be confirmed at this meeting). Target/s and actions to be written directly on Development Target Running record.			Mentor how have you helped shape these targets?	
Teacher workload reduction and resilience: Discuss with your mentor how you have developed your approach to workload management. Have you reflected on your wellbeing target this week?			- Reviewed progress from Week 1 - Reflected on the Weekly Review	
Trainee Signature: *****		Date: Click or tap		
Mentor Signature: *****		UPT/PPL signature (if present): *****		
Mentor: File Comment... The file is well organised and accessible when requested. Ensure lesson plan reflections are completed straight after the lesson to improve workload management.				

Extending Phase (End-Point Assessment): Tracking Progress to QTS

Assessment & the ITT Curriculum

Staged Expectations serve as progress markers toward the final End-Point Assessment. During the Extending phase, mentors make a summative "best fit" assessment of the trainee teacher's ability to meet the Teachers' Standards. The ITT curriculum underpins this entire framework. It ensures trainees recall, embed, and apply their core training within their final placement context through systematic weekly targets and professional dialogue.

Key Assessment Criteria

University of Cumbria trainees are evaluated holistically across five key areas:

1. **Sequences of Learning:** Judgements assess teaching across a series of lessons, never as isolated sessions.
2. **Pupil Progress Over Time:** Tracked via pupil profiling and book looks. Expected progress meets QTS requirements; better-than-expected progress indicates exceeding expectations.
3. **Triangulated Evidence:** Assessments draw on pupil responses in class, the quality of work in books, and the impact of marking and feedback to shape ongoing target trajectories.
4. **Contextual Application:** Standards are applied reasonably based on the specific school context, phase, and what is expected of a trainee prior to gaining QTS.
5. **Impact on Learning:** Professional judgements must always focus on how the trainee's teaching directly improves the quality of pupils' learning.

Using the Teachers' Standards Bullet Points

The detailed statements beneath each Standard should be used to:

- Track the trainee's trajectory toward a successful QTS recommendation.
- Celebrate strengths and highlight effective practice.
- Design targeted interventions or action plans if progress stalls.
- Evidence standard competence while stretching high-performing trainees as they transition into their early career.

We hope this guide assists you in designing robust pedagogical and subject-specific targets rooted in the ITT curriculum.

We appreciate how school mentors facilitate this training and encourage trainees to collaborate with expert school colleagues. This structured framework transforms daily school experiences into purposeful targets, driving high-quality classroom practice.

THANK YOU for your ongoing support and excellence.

The Institute of Education Partnership Leadership Team