Student Teachers' Standards (QTS) Assessment Descriptors:

STUDENT TEACHERS`STANDARDS ASSESSMENT DESCRIPTORS: "COMMON FRAMEWORK": 2020 – 2021

Making judgements about Student Teacher Progress & Attainment

Introduction

The Common Framework is designed to support the University of Cumbria Partnership in securing accuracy and consistency in the judgements of their students. It is to be used in conjunction with UoC Partnership **SPAR (Student Progress Assessment Record) and TPP (Tracking Pupil Progress)** paperwork.

The **Common Framework** is intended to enable all school and university trainers and Cumbria Student Teachers to discuss and track progress over time against the Teachers' Standards and provide a formal recording mechanism for Cumbria Student Teachers' progress and the impact of their teaching on pupil progress;

The key factor in judging the quality of teaching over time is the impact students' teaching has on the quality of pupils' learning & progress. When assessing the quality of students' teaching over time reference should be made to the teachers' standards in full and the bulleted sub headings should be used to:

- track students' progress against the teacher's standards, **to ensure they remain on a trajectory towards recommendation of the award of QTS at the end of their programme;**

- identify students' strengths;

- determine areas for additional development, instigating an intervention action plan where appropriate progress is not being met;

- enable the identification of aspects of both ability to meet the student teacher standards and helping to encourage 'exceeding' student teacher standards requirements for a link into their early career.

The standards need to be applied as appropriate to the **role and context** within which the student is practising and **they should be assessed against the standards in a way this is consistent with what could reasonably be expected of a student teacher prior to the award of QTS and for the stage of their training.**

Students' teaching over time should be assessed **holistically** using professional judgements and focusing on the impact they have on the progress and learning over time of the pupils they teach. Judgements should take into account the context and content of their teaching over sequences of lessons taking into account the full range of evidence. This evidence may include planning, discussions with students and pupils, pupils' responses in lessons and in their work books, marking and feedback etc.
It importantly will look at the student teachers ability to work in a variety of roles/ contexts (both virtually [online] and physically)

It is essential that all comments regarding student progress are aligned with the descriptors in the "Common Framework".

2020 / 21 context: (COVID19) & Partnership planned developments of QTS tracking:

➢ **Changes to Teacher Training 'assessment' / compliance**

Nationally teacher training assessment has been based on student teachers working 'on a trajectory' towards award QTS. The past 6-8 years has seen ITE providers utilise a Common Framework of Teacher Standards that have been used to identify areas of ongoing development and link these to grade continuum from 4 (Not meeting) – 1 (Addressing teacher standards at a higher level); with students having to meet all standards above grade 3: requires improvement to be recommended for the award of QTS.

Over the past few years we have instigated much greater focus on consistency in target setting and ongoing development and a move away (apart from final point assessment) from individual / overall grades. In line with other ITT providers it is with great pleasure that we signal to you the **complete removal of numerical grading in academic year 2020-21**.
Instead we will be using formative assessment to ensure that students' development remains on a trajectory towards recommendation of award of QTS. We will only sign a student off for this recommendation when they satisfy us that they have **met** the national teacher standards for ITT.
Therefore we will continue to utilise a development framework to help students identify areas of strength and development throughout their journey towards QTS; see below:

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
		On Trajectory Student Teacher: • With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard. • With intervention the student teacher has an impact on pupils' progress over time Not yet on trajectory student teacher: • After intervention; Is not yet able to…	• Independently the student teacher can carry out or exemplify the standard • Pupils make expected progress over time.	• Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard • Pupils make good (or better) progress over time
S1	Standard Prompts	"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage	"Independently I can"… so that children make expected progress over time.	"With independence and initiative I can do this consistently"… so that children make good or better progress over time

- The standards need to be applied as appropriate to the **role**, **phase of training** and **context** within which the trainee is practising (placement).
- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
- SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
- They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.
- Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.

As can be seen in the grid and statements above, we are looking for our student teachers to be, at least, **Meeting Expected Teacher Standards exemplification** by the end of their programme. This Journey allows for flexibility of a student to map their experience and progress at each placement phase regardless of context or role. A student could be supporting online home learning alongside a class/bubble teacher or co-teaching (teacher directed catch up) a subject / specialist area face to face with a class/bubble. There could of course be scope for a blend of the above. A student will also be identifying phase specific areas of CPD. Early on this may be specific school H&S and safeguarding policies/ procedures in which they are placed.
ALL our ITE students complete online safeguarding training before commencement of assessed placement experiences.
National ITT compliance criteria surrounding total numbers of days a student is physically on placement, numbers of schools to attend and Key-Stage / age phase interactions have continued to be relaxed moving into 2020/21 if the situation demands this. Giving providers and their partnerships flexibility in enabling student teachers to gain appropriate and necessary input and opportunities to address the teacher standards.

Guidance notes: Reaching a judgement about a student teacher progress & attainment

- The standards provide a benchmark of the expected requirements that should be expected of students (and teachers).

- The Standard descriptors should be used formatively by those assessing students to identify and monitor achievement and to support progress against the Standards. In practice they may be used to highlight the need for further observations, the focus for tutorials, and the process of target-setting. They will also confirm where a student is already demonstrating exceeding expectations and provide direction through SMART target generation.

- The standards descriptors are a central aid in supporting students in their reflection and evaluation of their progress towards gaining QTS. They are to be used by all students in a systematic review of feedback, professional dialogue and personal evaluation which informs their understanding of achievement and identifies next steps. They help to place the student at the centre of the process.

- These outcomes along with identification of strengths and areas for development are recorded at each KAP using the **End of placement report**. Mentors are also asked to outline the impact that students` teaching has on pupils` progress over time.

- The expectation is that all student teachers should aspire to exceed expectations by the end of their training

- The 'how well does the student' questions should be used formatively as the basis of discussions related to student progress.

Guidance for Part two: Personal and Professional Conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

- Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis.
  Please note that additional evidence does not need to be collated for this standard; however a student would need to understand their professional position and reflect on the attributes, behaviours and skills they possess and exemplify in these areas

Guidance notes: Placement modules and outcomes at each phase of placement journey…

- All Primary QTS (ITT) programmes have 3 placement phases (Beginning, Developing & Extending).
- Each placement phase (Validated Module) has a KAP (Key Assessment Point). At the end of each phase a professional judgement (Quality Assured by partnership staff) will be made on a student teachers progress & attainment based on the opportunities available to them at that phase, progress made and attainment as mapped against the student teachers standards.

Module assessment items Outcome	Professional Practice Choose an item.		Placement File/ Reflection Choose an item.				
	Beginning:		**Developing:**		**Extending:**		
Trajectory towards the recommendation of award of QTS	Not yet on trajectory ☐	On trajectory ☐	Not yet on trajectory ☐	On trajectory ☐	Not yet meeting expected Teacher Standards exemplification ☐	Meeting expected Teacher Standards Exemplification ☐	Exceeding expected Teacher Standards exemplification ☐
	A student teacher would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases. In E phase 'not yet meeting teacher standards exemplification' in any standard indicates fail.						

Roles and responsibilities at a glance

UoC Partnerships should:
- exercise a duty of care for all of their students, their personalised training needs and their well-being;
- support students with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing;
- ensure that students are equipped to enjoy the rewards and challenges of the teaching profession and recognising the need to nurture the next generation of committed, resilient, high-quality teachers.

Students should:
- Understand and take responsibility for the impact of their teaching on pupil progress and learning over time;
- Utilise all aspects of their training, in school, in the centre and in independent study, to support their progress as reflective practitioners alongside their professional development towards becoming outstanding teachers.

School-based staff should:
- provide effective school-based & virtual school (where necessary) training;
- Regularly check on student teachers wellbeing
- support students so that they have a positive impact on pupil progress and learning from the outset;
- Identify and address students' needs to support them in becoming great early career teachers.
- Work closely with University of Cumbria link staff to ensure that everyone is clear as to the student teacher's progress, development and wellbeing.

Provider staff should:
- work with all members of the partnership to ensure that all students have a range of experiences that allow them to demonstrate that they can meet the student teacher standards;
- Encourage reflection from and close coaching / mentoring of student teachers. Regular mentor development opportunities are signalled in QA visits.
- Work flexibly with partnership members to align 'progress' outcomes to role and context in which a student teacher is placed.
- utilise partnership data to inform training that impacts positively on student outcomes and the progress of the pupils they teach

University of Cumbria- Assessment of QTS standards for Students

Students' progress will be assessed through **reviewing the impact of the students' teaching on pupil progress and learning over time** which, in turn, informs students' ongoing achievement and final attainment. Accurate and consistent judgements of Cumbria Student Teachers' progress, achievement and final attainment are achieved by the use of the **'Common Framework' (Teachers' Standards Assessment Grid)** by all trainers/ mentors across the partnership. The grid provides a shared language to discuss and track Cumbria Student Teachers' progress through their training programme and into their Early Career. The Teachers' Standards, Part One and the subheadings are set out in the Common Framework. **Part Two states that professional and personal conduct is expected to meet expectations from the start of the course.**

Cumbria Student Teachers' teaching is assessed in relation to:
- The context and content of their teaching over sequences of lessons. **Judgements are not made on individual lessons**.
- The contribution it makes to pupil progress over time (including tracking through class and pupil profiling paperwork); **good or better than expected pupil progress** = exceeding expectations, **at least expected pupil progress** = meeting requirements for QTS.
- The full range of evidence, (including for example, pupils' responses in lessons and from their work books; the quality and impact of marking) should be used throughout to help the student teacher progress against targets **on a trajectory to meet the expected student teacher standards by the end of their programme.**
- **The Teachers' Standards are applied to the context of the school and / or virtual support being offered; along with the phase within which a Cumbria Student Teacher is practising**. Assessment against the Teachers' Standards is consistent with what can reasonably be expected of a Student Teacher prior to the award of QTS.
- **Assessments are informed by evidenced professional judgements. Judgements need to reflect students' overall competence** and progress made at each phase of placement journey.

The **Common Framework** is intended to enable all school and university trainers and Cumbria Student Teachers to discuss and track progress over time against the Teachers' Standards and provide a formal recording mechanism for Cumbria Student Teachers' progress and the impact of their teaching on pupil progress. Areas of strength and areas for development are highlighted in order to Identify short-term and longer-term developmental targets.

The standards descriptors are a central aid in supporting students in their reflection and evaluation of their progress towards gaining QTS. They are used by all students in a systematic review of feedback, professional dialogue and personal evaluation which informs their understanding of achievement and identifies next steps. They help to place the student at the centre of the process. The Standard descriptors are used to assess the outcome grade for the student at phase stages using a 'best fit' approach. However, all descriptors must be met or exceeded at the conclusion of the training programme- for the recommendation of the award of QTS.

The **Student Progress Assessment Record (SPAR)** and **Professional Portfolio** are the key locations for storage of all evidence arising from the progress review and assessment cycle. It is always available for scrutiny by trainers and external moderators.

At the end of each placement each standard is assessed to monitor progress to meeting requirements for QTS- in Key Assessment Points (KAP) grades leading to the setting of clear developmental targets linked to pupil progress with specific actions to support student progress. Targets from extending phase placement are aligned to a student's Career Entry Action Plan in readiness for their 'Early Career'. The final outcome of Meeting the student teacher standards,) using a 'best fit' approach; based on the students teaching impact on pupil progress. **Moderation of student outcomes, within and across schools is directly supported by the University Partnership Tutor (UPT), the Partnership Leads and external examiners**

Guidance for the weekly meetings: reviewing progress and assessment

On a weekly basis whilst in school, students must have a formal weekly review meeting with their mentor and, as appropriate, their partnership tutor during QA visits. This will feature discussion about the students' and pupils' well-being and be a celebration of successes and classroom highlights based on fostering pupil curiosity and the love of learning. **Students must bring evidence of their progress and the progress and learning of the pupils they teach for discussion and appraisal.**

The following need to be considered when evaluating the quality of students' teaching over time and its impact:

•the context and content of the sessions/lessons; where they fit within a sequence of lessons;

•the contribution of students' teaching to the learning of the pupils and the progress they make over time: **good or better than expected pupil progress** =exceeding requirements, **at least expected pupil progress** = meeting requirements for recommendation of award of QTS;

• observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the students' marking, the students' assessment records and annotated planning; students' strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how they can improve. It is critical to avoid an atomistic approach; initial discussions should focus on the quality of the students' teaching and its impact on pupils' progress and learning over time and the aspects of the students' teaching which support this or need to be developed further. This can then be mapped to the Teachers' Standards.

Each weekly meeting should also include:
- monitoring of impact and progress;
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by the student and others to enable them to achieve targets set. Targets need to be fit for purpose, have a Standards focus and, as appropriate, be subject-specific. Targets should be written using the language of the Standards and grade descriptors;
- identifying evidence of progress;
- agreeing and recording related training and actions;
- agreeing and recording the impact of the training on the students' teaching and, consequently, on pupil progress and learning over time.

In order for this to occur the following document is utilised to help the student teacher answer the Mentor questions and signal appropriate evidences (sheet 1 of each Student Teacher standard).
This professional dialogue will give focus to identification of where current progress lies and what are the next steps in the student teacher's learning (sheet 2 of each standard- grid)

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- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
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S1: Set high expectations which inspire, motivate and challenge pupils

How well does the trainee:
- Create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- Help learners to show respect and sensitivity in their relationships with one another and the teacher?
- Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Succeed in teaching learners to co-operate, to collaborate and listen to others?
- Plan work at a suitably high level for age and ability and to external benchmarks such as NC level descriptors that stretch and challenge all pupils?
- Use intentional and consistent language that promotes challenge and aspiration.
- Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach?
- Understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility?
- Resolve conflicts and individual learner's problems sensitively to protect their self- esteem?
- Establish high expectation for learner's behaviour?
- Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration)
- Acknowledge and praise pupil effort and emphasise progress being made.
- Demonstrate an understanding of the needs of all pupils and minority groups?

Evidence for this standard may be demonstrated by:
Planning documentation
- Clear classroom risks, resources and routines identified
- Resources planned to engage and stimulate sensitive the needs of pupils
- Activities planned that are challenging and engaging for all pupils

Reflective Documents
- Evaluations reflect upon the learning environment
- Evaluations identify different progress between pupils and groups of pupils

Lesson observations from mentors and tutors
- Health and safety risks communicated to pupils
- Pupils aware of tasks and on task
- Expectations made clear to pupils
- Trainee is courteous to all pupils and demonstrates enthusiasm
- Trainee challenge sin appropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments

Pupil assessment records
- Assessment Is undertaken regularly and pupil progress monitored in order plan future learning
- Include appropriate targets in pupil books

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S1	**Standard Prompts**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can do this consistently"… so that children make good or better progress over time**
S1: Set high expectations which inspire, motivate and challenge	a) Establish a safe and stimulating learning environment.	Needs intervention to establish a safe and stimulating learning environment.	Independently is able to use a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.
	b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Needs intervention to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Sets goals that stretch, *challenge and motivate pupils.* Much of the time *uses strategies to support* the learning and progress of *underperforming groups.*	Consistently sets goals that stretch, *challenge and motivate pupils.* *Uses effective strategies to support* the learning and progress of *underperforming groups.*
	c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Needs intervention to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate the positive attitudes, values and behaviour which are expected of pupils.	Consistently and with initiative, effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.

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- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
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S2: Promote good progress and outcomes by pupils

How well does the trainee:	**Evidence for this standard may be demonstrated by:**
- Have a secure understanding of how learners learn? - Take into account pupils' prior knowledge when planning how much new information to introduce. - Take account of prior learning in planning and teaching? - Reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). - Construct and scaffold learning and analyse learner's progress and make accurate assessments of their learning and achievements? - Break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). - Monitor and assess progress and give feedback so that all pupils make good progress in their learning? - Plan for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment? - Sequence lessons so that pupils secure foundational knowledge before encountering more complex content. - Identify possible misconceptions and plan how to prevent these forming. - Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. - Link what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). - Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve? - Plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstruct this approach. - Design, practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. - Balance exposition, repetition, practice and retrieval of critical knowledge and skills. - Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). - Encourage pupils to take pride in their work and achievements? - Engage learners in setting objectives for the development of their own learning and development?	**Planning documentation** - Assessment data is used to inform planning - Planning of high order and diagnostic questions - Linking learning sequences - Lesson planning takes account of wider objectives linked to social and personal skills - Lesson plans promote independent and collaborative working - Structure of lesson that reflects the needs of pupils and their learning e.g. appropriate pace and resources **Reflective Documents** - Evaluations identify future learning targets - Awareness of social, emotional, cultural and linguistic factors that influence pupil performance **Lesson observations from mentors and tutors** - Observation identifies clear introduction and sequences of learning - Questioning builds on answers and pupils asked to build upon and reflect upon their answers - Effective use of plenaries to reflect upon learning - Pupils are attentive at the start of episodes of learning - Opportunities built into lessons to celebrate success **Pupil assessment records** - Summative and formative assessment is undertaken regularly - Record keeping is up to date and used formatively - Constructive verbal and written feedback provided to pupils - Building in opportunities for pupils to reflect upon their progress and identify areas for development

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S2	**Standard Prompts**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S2: Promote good progress and outcomes by pupils	a) Be accountable for pupils' attainment, progress and outcomes.	take accountability for pupils' attainment, progress and outcomes without intervention	follow school policy and practice. annotate learning plans identifying pupil progress and outcomes. take accountability for pupils' attainment, progress and outcomes.	use innovative strategies to be accountable for pupils' attainment, progress and outcomes. understand and am able to model school- level policy and practice and guide other professional colleagues such as teaching assistants. provide extensive, varied examples of how sustained progression for all groups of learners has been secured. contribute to comprehensive pupil teaching system.
	b) Plan teaching to build on pupils' capabilities and prior knowledge.	demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these without intervention	use awareness of pupils' capabilities and their prior knowledge, and plans teaching to build on these. use previous planning to inform next steps. annotate plans to support progression for all learners. assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.	use a detailed understanding of the pupils' capabilities and their prior knowledge. Apply the: Plan – do – review cycle to my learning plans demonstrate through my planning and teaching that my pupils, including those who are disabled and those who have special educational needs, make good progress.
	c) Guide pupils to reflect on the progress they have made and their emerging needs.	guide pupils to reflect on the progress they have made and their emerging needs without intervention	offer pupils intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.	offer pupils high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.
	d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching without intervention	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. use well targeted interventions to facilitate learning for all groups.	effectively use knowledge and understanding of how pupils learn to improve my teaching and pupil outcomes
	e) Encourage pupils to take a responsible and conscientious attitude	encourage pupils to take a responsible and conscientious attitude to their own work and study without intervention	encourage pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	effectively encourage pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.

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- **A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.**
- **SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.**
- **Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.**
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S3: Demonstrate good subject and curriculum knowledge

How well does the trainee:
- Have secure pedagogical and subject/phase related knowledge and understanding?
- Identify essential concepts, knowledge and skills and principles of the subject.
- Ensure that pupils' thinking is focused on key ideas within the subject and deconstruct this approach. Help pupils master important concepts.
- Discuss and analyse with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum material inform lesson preparation.
- Have knowledge of recent NC frame works and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these?
- Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
- Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so that they develop fluency with times tables).
- Use powerful analogies, illustrations, examples, explanations and demonstrations.
- Revisit the big ideas of the subject over time and teach key concepts through a range of examples
- Use resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
- Draw explicit links between new content and the core concepts and principles in the subject.
- Plan and set subject/phase related targets for individuals and groups of learners?
- Break down ideas and concepts and sequence theologically to support the development of learners' knowledge and understanding?
- Answer learners' questions confidently and accurately?
- Construct and scaffold learning, know when to make effective interventions and respond to learners' common misconceptions and mistakes?
- Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase?
- Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these?
- Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these?

Evidence for this standard may be demonstrated by:

Planning documentation
- Subject knowledge, key concepts and principles identified
- Lesson plans, schemes of work and resources providing examples of how pupil literacy is being developed
- Differentiated resources planned and utilised

Lesson observations from mentors and tutors
- Demonstration of clear subject knowledge and the ability to develop pupil understanding
- Use of guided reading and development of appropriate subject specific vocabulary
- Questioning builds on answers and pupils asked to build upon and reflect upon their answers

Pupil assessment records
- Assessment includes language and literacy learning
- Summative, formative and diagnostic assessment of pupil understanding

Additional evidence
- Subject knowledge audits
- Assignments

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S3	**Standard Prompts**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
Demonstrate good subject and curriculum knowledge	a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Utilise secure knowledge of the relevant subject(s) and curriculum areas to foster and maintain pupils' interest in the subject to meet pupils' needs and address misunderstandings.	Utilise secure knowledge of the relevant subject(s) and curriculum areas to foster and maintain pupils' interest in the subject to meet pupils' needs and address misunderstandings. Teach well, demonstrating: - good subject and curriculum knowledge; - phase expertise. Work within the current and new curriculum arrangements. Much of the time demonstrate the ability to address misunderstandings and maintain pupils' interest.	Teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise. Show confidence to work within the current and new curriculum. Demonstrate the ability to address misunderstandings and maintain pupils' interest in the subject by delivering engaging teaching episodes, ensuring progression is made by all learners.
	b) Demonstrate a critical understanding of developments in the subject and curriculum areas & promote the value of scholarship	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrate consistent and critical understanding of developments in the subject and curriculum areas. Effectively promote the value of scholarship.
	c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	Demonstrate the correct use of standard English, whatever the teacher's specialist subject. Demonstrate a good understanding of how to develop the reading, writing, communication skills of the pupils they teach. AND…Much of the teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.	Demonstrate a thorough understanding of how to teach reading, writing, communication … effectively to enhance the progress of pupils taught. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
	d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Demonstrate a clear understanding of systematic synthetic phonics whilst teaching early reading.	Demonstrate a clear understanding of systematic synthetic phonics whilst teaching early reading. Teach early reading, systematic synthetic phonics, communication and language development … with increasing confidence and competence so that pupils make at least expected progress.	Teach early reading, systematic synthetic phonics, communication and language development … confidently and competently so that pupils make good or better than expected progress. Demonstrate a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.
	e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*'Early' is frequently replaced by 'Primary'	Demonstrate a clear understanding of appropriate teaching strategies for early* mathematics.	Demonstrate a clear understanding of appropriate teaching strategies for early* mathematics. Teach primary mathematics … with increasing confidence and competence so that pupils make at least expected progress.	Teach primary mathematics …confidently and competently so that pupils make good or better than expected progress. Demonstrate a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.

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- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
- SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
- Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.
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S4: Plan and Teach well-structured Lessons

How well does the trainee:	Evidence for this standard may be demonstrated by:
- Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? - Guide, scaffold and model to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? - Effectively use questioning for many purposes, including to check learners prior knowledge, assess understanding and break down problems? - Provide opportunities for learners to consolidate and practise applying new knowledge and skills? - Manage the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning? - Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world? - Design homework and out of class work that takes account of learners' attainment, needs and interest that can be completed independently or with appropriate support? - Use the feedback from more experienced colleagues and the experience of observing others to identify ways of improving their practice? - Seek opportunities to engage in collaborative planning and teaching? - Understand the need to consider the role of parents and carers in supporting learners with homework? - Know about the appropriate arrangements and risk assessments required for out of class activities?	**Planning documentation** - Plans show challenging learning objectives based upon prior learning - Planning shows differentiation and effective use of time - Homework is suitably challenging and engaging - Planning demonstrates an understanding of school, national curriculum, examination requirements - Lesson planning takes account of wider objectives linked to social and personal skills - Documentation supporting out of class learning - Lesson plans promote independent and collaborative working - Evidence in lesson plans of appropriate use of time - Lesson plans and sequences are amended in light of evaluation and reflection - Evidence of planning for additional adults' role in furthering pupil learning. **Reflective Documents** - Accurate evaluations consistent with colleague's judgements - Reflection activities that actively seek to improve practice - Evaluations and reflections that have led to improvements **Lesson observations from mentors and tutors** - Observations identify enthusiasm for teaching - Observations of out of class activities - Lesson observations show utilisation of a range of appropriate teaching and learning strategies, including modelling, scaffolding and explanations. - Questioning used as an effective tool to secure good outcomes for all learners. - Teaching demonstrates well-judged interventions which develop pupils' understanding - Teaching promotes pupils' love of learning and stimulates intellectual curiosity **Pupil assessment records** - Assessment of homework consistent with subject/ school policy - Appropriate and timely feedback to learners

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
		On Trajectory Student Teacher: • With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard. • With intervention the student teacher has an impact on pupils' progress over time Not yet on trajectory student teacher: • After intervention; Is not yet able to…	• Independently the student teacher can carry out or exemplify the standard • Pupils make expected progress over time.	• Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard • Pupils make good (or better) progress over time
S4	**Standards Prompt:**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S4: Plan and Teach well-structured Lessons	a) Impart knowledge and develop under-standing through effective use of lesson time.	Needs intervention to impart knowledge and develop understanding through effective use of lesson time.	Independently is able to impart knowledge and develop understanding through using lesson time to good effect.	Consistently uses innovative strategies to impart knowledge and develop understanding through using lesson time to great effect.
	b) Promote a love of learning and children's intellectual curiosity.	Needs intervention to promote a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity. Interactions are carefully planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations	Consistently and effectively promotes a love of learning and children's intellectual curiosity. Takes risks when making learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.
	c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Needs intervention to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Consistently and with initiative, plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.
	d) Reflect systematically on the effectiveness of lessons and approaches to teaching	Needs intervention to reflect systematically on the effectiveness of lessons and approaches to teaching	Is systematically able to reflect in order to improve their practice. Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. Is reflective in discussion with colleagues, accepts and acts upon advice and support.	Is systematically and critically reflective in analysing, evaluating and improving their practice. Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. Acts upon advice and guidance to develop from colleagues and mentor.
	e) Contribute to the design and provision of an engaging curriculum within the relevant subject area	Needs intervention to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Much of the time makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). Is able to collaborate with colleagues effectively.	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s), engaging with colleagues and subject specialists.

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- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
- SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
- Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.
- They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

S5: Adapt teaching to respond to the strengths and needs of all pupils

How well does the trainee:	Evidence for this standard may be demonstrated by:
- Take into account the key factors that contribute to the development and wellbeing of learners? - Understand the extent to which different backgrounds and influences may have an impact on learning? - Know and understand the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome? - Interpret and use school level data to identify targets for learners? - Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those form diverse social, cultural, ethnic, religious and linguistic backgrounds? Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances?	**Planning documentation** - Planning based upon prior assessments - Planning identifies clear differentiation strategies - Clear Assessment for Learning (AfL) strategies planned **Reflective Documents** - Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance **Lesson observations from mentors and tutors** - Observation identifies clear introduction and sequences of learning - Questioning builds on answers and pupils asked to build upon and reflect upon their answers - Effective use of plenaries to reflect upon learning - Pupils are attentive at the start of episodes of learning - Support staff employed appropriately **Pupil assessment records** - Assessment is undertaken regularly - Record keeping is up to date and used formatively - Use of school data e.g. FSM, EAL, SEN

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
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S5	**Standards Prompt:**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S5: Adapt teaching to respond to the strengths and needs of all pupils	a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Needs support to know when and how to differentiate appropriately.	Independently is able to differentiate appropriately using approaches which enable pupils to be taught effectively.	Consistently uses innovative strategies to differentiate appropriately using timely approaches which enable pupils to be taught effectively.
	b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Needs support to understand how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Much of the time understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Respects and accommodates individual differences between pupils and has a good understanding of a range of factors that can inhibit pupils' ability to learn and adapts teaching well to help overcome these. Much of the time understands the challenges and opportunities of teaching in a diverse society.	Consistently understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups. Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils' ability to learn and adapts teaching very well to help overcome these. Has a thorough understanding of the challenges and opportunities of teaching in a diverse society.
	c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	Needs continuous support to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.	Consistently and with initiative demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.
	d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Needs frequent support to understand the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals). Much of the time understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and *pupils eligible for the pupil premium* (including Free School Meals). *Challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.* Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.

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S6 Make accurate and productive use of assessment.

How well does the trainee:

- Know the assessment requirements and arrangements for the age phase/subjects/
- Make effective use of the schools; monitoring, marking assessment and recording policy
- Build formative assessment into lessons
- Know how to prepare pupils for assessment activity
- Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning?
- Relate assessment to learning objectives, learning activities and learning outcomes
- Use a range of assessment strategies including self and peer assessment in a way that promotes pupil progress
- Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve?
- Know, understand and use available data sets to improve the quality of teaching and learning and set appropriate targets for pupils?

Evidence for this standard may be demonstrated by:

Planning documentation

- Assessment data is used to inform planning
- Planning of high order and diagnostic questions
- Linking learning sequences
- Learning plans takes account of wider objectives linked to social and personal skills
- Learning plans show clearly the opportunities for formative assessment
- Learning plans promote independent and collaborative working.

Reflective Documents

- Evaluations identify future learning targets based on assessment gained from lessons and data

Lesson observations from mentors and tutors

- The use of effective formative feedback at individual, small group and whole class level
- Questioning builds on answers and pupils asked to build upon and reflect upon their answers
- Effective use of plenaries to identify pupil understanding
- Learners reflect on learning and set / review own targets
- Observes pupil activity and makes appropriate responses

Pupil assessment records

- Assessment is undertaken regularly
- Use of tests, mock examinations and controlled assessments to provide appropriate feedback
- Record keeping is up to date and used formatively
- Pupils know how to progress to the next level
- Pupil profiles show how next steps are set as a result of assessment

Additional evidence

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
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S6	**Standards Prompt:**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S6: Make accurate and productive use of assessment	a) Know and understand how to assess the relevant subject & curriculum areas, including statutory assessment requirements	Needs intervention in order to : • demonstrate knowledge and understanding of how to assess a range of subject and curriculum areas, including statutory assessment requirements.	Independently is able to: • assess across a range of subject and curriculum areas, including statutory assessment requirements.	Consistently uses innovative strategies in order to: • know and understand how to assess accurately across the full range subject and curriculum areas, including statutory assessment requirements.
	b) Make use of formative and summative assessment to secure pupils' progress	• plan formative assessment tasks linked to lesson objectives to secure pupils' progress • prompt pupils to elaborate when responding to questioning • monitor pupils' responses during lessons, including checking for misconceptions. • use, where possible, externally validated materials to make summative assessments	• plan formative assessment tasks to secure pupils' progress across a sequence of lessons over time • prompt pupils to elaborate when responding to questioning • monitor pupils' responses during lessons, including checking for misconceptions. • use, where possible, externally validated materials to make summative assessments	• plan formative assessment tasks to secure pupils' progress across a sequence of lessons over time • prompt pupils to elaborate when responding to questioning • monitor pupils' responses during lessons, including checking for misconceptions. • use, where possible, externally validated materials to make summative assessments
	c) Use relevant data to monitor progress, set targets, and plan subsequent lessons	• structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions • use assessments to check for prior knowledge and pre-existing misconceptions to plan subsequent lessons • record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress only when it is useful for improving pupil outcomes. • draw conclusions about what pupils have learned by looking at patterns of performance within lessons	• structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions • use assessments to check for prior knowledge and pre-existing misconceptions to plan sequences of lessons • record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress only when it is useful for improving pupil outcomes. • draw conclusions about what pupils have learned by looking at patterns of performance over a number of lessons and assessments	• structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions • use assessments to check for prior knowledge and pre-existing misconceptions to plan sequences of lessons within units of work • record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress only when it is useful for improving pupil outcomes. • draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments within units of work
	d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	• give accurate feedback, using some of feedback approaches eg written /verbal /whole class /peer / pupil self-reflection • ensure marking is accurate, meaningful, manageable and effective • use verbal feedback during and after lessons to improve outcomes for pupils • provide time and purpose for pupils to respond to feedback. • scaffold self-assessment by sharing model work with pupils, highlighting key details.	• Is able to use a variety of approaches to give accurate feedback; written, verbal, whole class, peer and pupil self-reflection • ensure marking is accurate, meaningful, manageable and effective • use verbal feedback during and after lessons to improve outcomes for pupils • provide time and purpose for pupils to respond to feedback. • scaffold self-assessment by sharing model work with pupils, highlighting key details.	• Consistently and with initiative, use a variety of approaches to give accurate feedback; written, verbal, whole class, peer and pupil self-reflection • ensure marking is accurate, meaningful, manageable and effective • use verbal feedback during and after lessons to improve outcomes for pupils • provide time and purpose for pupils to respond to feedback. • scaffold self-assessment by sharing model work with pupils, highlighting key details

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S7: Manage behaviour effectively to ensure a good and safe learning environment

How well does the trainee:	**Evidence for this standard may be demonstrated by:**
• Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress?? • Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? • Minimise the impact of negative behaviour of some pupils on teaching and the learning of others? • Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil? • Understand the link between learners' behaviour and their involvement and engagement with learning?	**Planning documentation** • Seating plans and clear classroom routines identified • Planning showing the effective use of additional classroom support • Planning showing consideration of clear behaviour management strategies **Reflective Documents** • Evaluations identify future learning targets • Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance **Lesson observations from mentors and tutors** • High expectations and effective and appropriate behaviour management strategies observed • Variety of styles, variation of tone and language appropriate to audience • Effective relationships with pupils being developed • School policies for behaviour used appropriately • A welcoming physical environment • Display of rules and or routines which you expect from pupils • Good working knowledge of the school's behaviour policy • Effective use of praise and sanctions • Examples of where you have had an impact on behaviour beyond own classroom i.e. playtimes/lunchtimes/out of school/evidence in pupil profiles • Awareness of bullying in all its forms • Variety of styles, variation of tone and language appropriate to audience • Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance **Pupil assessment records** • Records of sanctions and disruptive pupils maintained

			Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
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S7		**Standards Prompt:**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S7: Manage behaviour effectively to ensure a good and safe learning environment.		a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy	Intervention needed to have clear rules and routines for behaviour in classrooms, and to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	In accordance with the school's behaviour policy: Takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment; Encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; Is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.	In accordance with the school's behaviour policy: Takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation; Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.
		b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	Needs continuous intervention to manage expectations of behaviour, Intervention needed to establish and manage a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies.	Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.
		c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Needs continuous intervention to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.
		d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary	Needs continuous intervention to maintain good relationships with pupils, exercising appropriate authority, and to act decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. Makes timely and effective interventions to maintain good discipline.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.

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- **Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.**
- **A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.**
- **SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.**
- **Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.**
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S8: Fulfil Wider Professional Responsibilities

How well does the trainee:

- Involve themselves in the wider role of the school through pastoral/form tutor work. PSHCE, assemblies, out of school learning, extra-curricular activity, staff meetings and CPD activity?
- Seek support and communicate effectively with other colleagues?
- Recognise the value, expertise and benefits to learning of co-operative working?
- Plan for, brief and deploy effectively other adults in and out of the classroom?
- Review their professional learning and practice on a regular basis and identify strategies to improve?
- Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice?
- Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers?
- Acknowledge the contribution that parents and carers can make to the children's learning and well-being despite home circumstances or experiences of education?

Evidence for this standard may be demonstrated by:

Planning documentation
- *Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*
- Learning plans show effective activity choice for LSA / other adults.- identification of type of task (do, support, intervene or assess)

Reflective Documents
- Effective use of feedback from mentors/tutors
- Identification of professional development (CPD) needs
- Evaluate and act upon advice and suggestions

Lesson observations from mentors and tutors
- *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.*
- *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.*

• *Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.*

• *Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.*

• *Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*

- Understands and implements whole school policies e.g. dress code, communication with parents, assessment and recording procedures

Pupil assessment records
- Parents consultation and general communication with parents in line with school policy and procedures

Additional evidence
- Discussions / log activity / shared plan of deployment of other adults.
- Assignments and audits
- Contributions made to school-based training / activities.
- Success made and wider school positives resulting from communication with parents.
- *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities)*
- *Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.*

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
		On Trajectory Student Teacher: • With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard. • With intervention the student teacher has an impact on pupils' progress over time Not yet on trajectory student teacher: • After intervention; Is not yet able to…	• Independently the student teacher can carry out or exemplify the standard • Pupils make expected progress over time.	• Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard • Pupils make good (or better) progress over time
S8	**Standards Prompt:**	**"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage**	**"Independently I can"… so that children make expected progress over time.**	**"With independence and initiative I can consistently"… so that children make good or better progress over time**
S8 : Fulfil Wider professional Responsibilities	a) Make a positive contribution to the curricular enhancement and ethos of the school. What (are) is the trainee adding to the school community above/beyond classroom?	Needs intervention support to engage positively to the wider life of the school.	Independently able to positively contribute and be proactive to the wider life and ethos of the school. Acknowledges and shows understanding of teachers' legal responsibilities. Involved in extracurricular activities.	Consistently proactive in making positive contributions to the wider life and ethos of the school. Demonstrates a clear understanding of teachers' legal responsibilities. With growing independence and initiative can suggest, plan, implement a lunchtime/after school club or visit, recognizing school policy.
	b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support .	Needs intervention to establish effective relationships with colleagues and how to draw on specialist advice and support.	Independently develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Consistently maintains and deepens professional relationships with colleagues. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.
	c) Deploy support staff effectively.	Needs intervention support to deploy support staff.	Teaching / non-teaching staff are deployed effectively to support the learning of pupils. Professional dialogue with support staff is established and maintained, prior and after a lesson.	With independence and initiative support staff are consistently deployed; maximising the learning of pupils.
	d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Needs intervention for improving teaching through appropriate professional development, and how to respond to advice and feedback from colleagues.	Independently takes responsibility for improving their teaching through appropriate professional development, Is able to respond and respect advice and feedback from colleagues.	Consistently and with initiative takes full responsibility for improving teaching through professional development. Consistently uses advice and feedback from colleagues to secure improvements in professional practice
	e) Communicate effectively with parents' with regard to pupils' achievement and well-being.	Needs intervention to communicate effectively pupils' achievements and well-being with parents.	Is able to communicate effectively with parents and carers about pupil' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.

PART TWO: Personal and Professional conduct -Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded.

Standard Prompts	Scope	Key Questions
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:	• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.	• Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? • Does the trainee develop appropriate professional relationships with colleagues and pupils? • Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? • Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? • Does the trainee understand the challenges of teaching in modern British schools? • Is the trainee aware of the Prevent strategy and its implications? • Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? • Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	• The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. • The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The trainee is punctual for school, lessons, meetings, etc. • The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The trainee's language and dress are highly professional and in line with school policy	• Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? • Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? • Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality.	• Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? • Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. (Teachers' Standards, Part Two: Personal and professional conduct)

Part Two of the Teachers' Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures.	
Interview:	Personal and professional conduct is included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective trainees agree to adhere to high standards of personal and professional conduct;
Induction:	The requirements for Part Two of the Teachers' Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers;
At the start of a new placement:	Trainees must familiarise themselves with the individual school's codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them;
At each review point (End of B, D & phases):	The trainees' ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set;
At any time:	Should issues arise in relation to the appropriateness of the trainees' conduct, action will be taken which may lead to a cause for concern procedure being instigated.