

**University Of Cumbria: Institute of Education**

**Initial Teacher Education 2021/22**

**EYFS & Primary Placement Assessment**

**PGCE**

The University of Cumbria–Institute of Education has further developed our Partnership assessment processes to ensure it builds on student progress from phase to phase of placement experience (staged expectations). This approach fully integrates the ITT curriculum across student’s learning contexts to ensure that a seamless link occurs between learning and enacting parts of their programmes. It explores the ‘what the student’s ‘will have learnt’ and ‘will have learned how to’ and asks them to work on developing their enactment of learning within the context they are placed. This relates to and maps directly with the national ITT core content framework (CCF), which is mandatory for all ITT courses and is integrated into the ITT curriculum.

Students’ assessment will allow us to track their growing progress over time based on what they have learnt and enacted. It is only at the final (Extending placement) that students will be summatively assessed against the national teacher standards; however- as with any effective assessment matrix, we have shown how the curriculum helps studentsto demonstrate growing competency in addressing areas of teacher standards at both the beginning and developing phases.

Our staged expectation grids outline assessment against the ITT Programme curriculum- highlighting what students have learnt and what they will be enacting in the classroom context.

We have mapped the teacher standards to the staged expectations in our grids beneath.

The staged expectation is the point in assessment of progress that we expect **most** students to have achieved during the phase of placement.

We are aware that some will have exceeded the expectation for the placement phase and therefore will need to be targeted to consider how to increase their breadth and depth (mastery) of enactment at each phase of training.

A few will not yet be on a trajectory to meeting all standards by the end of their training. These will be exemplified by a lack of coherence between or inability to take steps towards independence in the staged expectation of each placement phase. These students will require an intensive ‘Intervention Action Plan’ (formally CFC). Failure to make adequate progress against intervention plan targets may result in the need to repeat the phase of placement.

Throughout the school/setting placements we ask students and mentors to work with existing Partnership themes and proformas that relate to how to approach each of the core domains of the Core Content Framework:

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| [**Domain of ITT Learning**](https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/ITT_core_content_framework.pdf) | **UoC Cross-programme/partnership domain approaches** | **Document or resources - links** |
| **Professional behaviours** | * Teacher Wellbeing and Workload Charter |  |
| **Behaviour** | * Integrated within each programme curriculum |  |
| **Ambitious Curriculum-Challenging disadvantaged  together** | * Visions and Values- based on research by John Coxhead * Definition- Ofsted’s (2016, p.12) definition of disadvantage as **pupils who are ‘those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life’.** |  |
| **Curriculum** | * Shared Learning planning * Learning plan – proformas * Subject knowledge exemplifications * Cumbria Teacher of Reading | [**Link for planning proformas**](https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/0.0-2020.21-Tracking-Pupil-Progress.zip)  [**CTOR**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fv3.pebblepad.co.uk%2Fspa%2F%23%2Fpublic%2F94jgbwWMzZkW84nbgfbrpjgkbc&data=04%7C01%7Cjan.ashbridge%40cumbria.ac.uk%7C86805c0cffea417caed708d977714d63%7Cb627db1d99584fd18ea48ac3b27cf00f%7C1%7C0%7C637672150772012744%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=fPHgFfSXkMTtYvKuGTg48RHQpBjlMGegQjVJtXvBqHg%3D&reserved=0) |
| **Pedagogy** | * Core Content reading & resources | [**Link here**](https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/Initial_teacher_training_core_content_framework-READING-ONLY-(1).pdf) |
| **Assessment** | * Tracking Progress & Pupil Profiling | [**TP&P Link**](https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/0.0-2020.21-Tracking-Pupil-Progress.zip) |

# PGCE Primary 2021-22: Module Tracking Document

PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy Enrichment, PGPC9070: CTR. PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice

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|  | **Level 7 Modules** | | | **Level 6 Modules** | | | | |  | |
| week | **PGCE7003** | | **PGCE7004** | **PGPC9130** | **PGPC9140** | **subjects** | **PGPC9150** | **PGPC9070** | **School-based** | **Scrapbook focus** |
| 31/8 | Module overview + teaching and learning / what helps learners | |  | Vision, values, reflective practice | Welcome + How children learn (1) | Maths 1 |  |  |  |  |
| 6/9 | Learning theories and the role they play in practice – links to working memory | |  |  | How children learn (2) memory and schema | English 1  PE 1 | Workshops input on variety of foundation subjects | PDA introduction – terms and SSP |  |  |
| 13/9 | Student-led learning session focusing on learning theories and their application | |  | Working with others, emotional intelligence | Understanding ACEs, supporting wellbeing | Maths 2  History 1  MFL 1 |  | Simple View of of reading, implications skills and terms |  | Maths  Supporting wellbeing |
| 20/9 | The cycle of plan-teach-assess and effective formative assessment | |  |  | Intro to SEL + safeguarding | English 2  Geography 1  R.E. 1 | Audit knowledge /skills in chosen subject, actions planned | Early phonological awareness |  | English  Safeguarding |
| 27/9 | Academic skills – literature searches, reviewing literature and academic writing | |  | Working with others, mentoring and coaching | Managing behaviour | Maths 3  History 2  MFL 2 |  | Modelling a teaching sequence | 2 days  SEL | History  Managing behaviour working with others |
| 4/10 | Structuring learning – exploring the science underpinning effective learning | |  |  | Assessing learning – anticipating misconceptions | English 3  PE 2  Geography 2 | Guided support to work on and evidence actions | Model a lesson from phase 3 (Letters & sounds) | 2 days SEL | Geography  Formative assessment and addressing misconceptions |
| 11/10 | Student-led learning, structuring learning in core subjects | |  | Exploring professionalism | Planning for learning (lessons) | Maths 4  Computing 1 |  | PDA – preparation for SSP mini teach | 2 days SEL | Computing  Planning for learning (activity/ lesson) |
| 18/10 | Formative review session | |  |  | Adaptive teaching SEND | English 4  RE 2 | Guided support to work on and evidence actions | SSP mini teach & feedback | 2 days SEL | R.E.  Adaptive teaching |
| 25/10 | **HALF TERM BREAK *(PGCE7003 formative assignment submitted 28th October)*** | | | | | | | | | |
| 1/11- 10/12 | **BEGINNING PLACEMENT (6 WEEKS)** | | | | | | | | | |
| 13/12 | Moving from formative to summative | Exploring what high quality practice looks like | | Exploring teacher values +British values | Quality Classroom Talk | Maths 5  Music 1 | Reflective scrapbook sharing,actions, progress | Progression, encoding, decoding assessment |  | Music  Classroom talk, teaching values |
| 20/12 | **CHRISTMAS BREAK** | | | | | | | | | |
| 3/1 | **Summative assignment submission (6th Jan)** | Principles and practices of assessment | | Applying for jobs – letters of application focus | Adaptive teaching EAL learners | English 5  PE 3  Science 1  Music 2 | Audit knowledge /skills in chosen subject, actions planned from Beg Placement | Phase 5 phonics |  | P.E.  MFL  Supporting EAL learners |
| 10/1 |  | Reflective Practice and reflective models | | The role of the subject leader | Planning for Progression (weekly) | Maths 6  Art 1 |  | lecture | 2 days SEL | Art  Weekly planning  Subject leader role |
| 17/1 |  | Formative review session 1 | | The subject leader and Ofsted | Behaviour for Learning | English 6  Computing 2  D.T. 1  CEOP 1 | Guided support to work on and evidence actions | PDA – core criteria task | 2 days SEL | D.T.  Behaviour for Learning |
| 24/1 |  | Tutor-led bespoke on an element of high quality teaching & learning | |  | Critical Thinking and higher order questioning | Maths 7  PE 4  Science 2  Art 2  CEOP 2 |  | Teaching spelling and phase 6 phonics | 2 days SEL | Science  Questioning and supporting greater depth learning  Teaching spelling |
| 31/1-18/3 | **DEVELOPING PLACEMENT (6 WEEKS) – HALF TERM IS W/B 14/2** | | | | | | | | | |
| 21/3 |  | Student-led bespoke on an element of high quality teaching & learning | | Applying for jobs, focus on interviews | Using data for improving progress | English 7  Maths 8  P.E. 5  Computing 3 | Reflective scrapbook sharing,actions, progress |  |  | Reflecting on progress, development, subject Skills, Knowledge, Concepts, Principles and Understanding to develop |
| 28/3 |  | Analysing the impact of enquiry. How to draw conclusions from your reflective enquiry | |  |  | English 8  D.T. 2 | Audit knowledge /skills in chosen subject, actions planned from Dev Placement |  |  |
| 4/4 | **EASTER BREAK** | | | | | | | | | |
| 25/4- 8/7 | **EXTENDING PLACEMENT (9 WEEKS + 1 WEEK VISITS) – HALF TERM IS W/B 30/5 (*PGCE7004 summative assignment submitted 28th April)*** | | | | | | | | | |
| 11/7 |  | |  |  | CEDPTUTORIALS |  |  |  |  |  |

**Beginning phase**

Placement context: For all student teachers on all ITE Programmes.

• Provide student teachers with their first school based experience and opportunity to support professional development since the start of their course.

• Where possible it is expected that students will stay in the same school / setting throughout and may be in pairs or small groups (up to 4 students)

• Gain experience of working across the school with different foci.

• Teach up to 50% of the time spent in schools- This will often be in the same class / with same group- to help the students develop an understanding of profiling and progression.

Student teachers are classed as 'Critical Workers' and should be deployed in schools as that of other staff. (This can be flexible across a school/setting)

This Staged Expectation journey towards recommendation of award of QTS 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.

• Flexibility based on within phased expectation (ITT Curriculum) grids toward extending phase and map with teacher standards.

• The staged expectations 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 evidence against their curriculum and enactment of knowledge within the school / setting context.**

• A professional assessment of the ability to stay ‘on trajectory’ towards recommendation of award of QTS will be made during each placement phase; based on meeting or exceeding the phased expectation

• SMART targets will continue to help a student teacher work towards meeting or exceeding the staged expectation and understanding of the links between the ITE integrated programme curriculum.

• Mentor “support” is critical to sustained student teacher progress. Mentors will continue to support activity in all 6 domains and day to day teaching & learning support. Professional judgements of ‘Meeting the staged expectation’ are based on the degree of intervention (support) required. At each phase of placement we would normally expect trainee teacher to develop a degree of independence around that particular staged expectation.

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| **Domain of ITT Learning** | **Staged expectation**  *Links made with ITT Core Content Framework* | **‘PGCE EYFS & Primary’ curriculum links (know and learn)** | **Questions to explore with your mentor** | **Teacher standards that are beginning to be exemplified within the context of the placement phase** |
| **Professional behaviours** | Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by:   * seeking and accepting advice * sharing outcomes * Understanding key school policies * Observing teaching staff and reflecting on impact. * Talking with support staff about their role in pupils’ learning * Deploying tasks to other adults.   They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.   * Use of weekly reflection sheets to highlight impact on pupil progress * Observing & reflecting on teaching practices within setting. * Considering what they have learnt in their curriculum to date * Identifying new knowledge to read and understand. * Considering wellbeing and workload implications and strategies used by professional staff.   (*Prof behaviours’ 2,3,5)* | PGP9130: Know that working with others is an important aspect of the teacher’s role. Learn how to make and maintain effective professional relationships with others – parents/carers/TAs/ other colleagues.  Know that emotional intelligence and self-awareness are important aspects of making and maintaining professional relationships.  Learn how to give and receive feedback constructively. Know that looking after the mental health and well-being of children and themselves is essential for effective learning.  Know that there are appropriate professional behaviours for a teacher and learn how to adopt them in practice. | How might you deploy other adults to help with learning?  What can other adults collect for you to help you understand children’s learning?  Have you been able to talk to learning support staff about their role/ interactions with teaching staff?  What can you see are the key professional behaviours in this setting/context? | S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes.  S2a &b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact. |
| **Behaviour** | Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines *(Man behaviour 1,2)*:  Gain an understanding of whole school and specific classroom behaviour policies & strategies  Observe and be observed implementing behaviour strategies learned.  Reflect on the range of strategies your mentor, class teacher and you employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress. | PGPC9140: Know that good behaviour in the classroom is achieved through high expectations, routines, a good classroom environment and calm consistency on the part of the teacher. Learn how to apply a range of context-based effective behaviour management techniques and make fair professional judgements based on clear values. | Have you accessed the school/setting behaviour policy? What reflections have you made on how we enact this in practice?  What does acceptable behaviour look like?  How do we know the children understand this?  What impact does behaviour have on the pupil’s ability to learn?  What have you noticed as the key things to do to help maintain a purposeful working environment? | S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines. |
| **Ambitious Curriculum-Challenging disadvantage together** | Understand your role in the safeguarding of young people.  Discuss where possible the role of safeguarding lead in school / setting  Explore school vison and values- incorporate within planning for learning activities.  Explore with mentor how curriculums are adapted to meet the needs of all children.  Identify PP, G&T, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress.  Understand how social justice is addressed through learning experiences for young people. Reflect on your approaches as a teacher that enable high quality learning / outcomes to build in young people. | PGPC9140: Know the importance of safeguarding in school. Learn that there are agreed protocols, policies and approaches that keep children and staff safe. Know that there is a designated safeguarding lead in all schools.  Learn how to keep themselves safe and how to carry out their responsibility with regard to safeguarding in school.  PGPC9130 – Learn that having a vision for what type of teacher you want to be links to your values and drives professional judgements. | Which pupils have you identified for your pupil profiling tasks?  What sort of data is utilised to help gain an understanding of where the learner starts and develops their progress?  What provision is in place for PP children in this school/setting?  How might you adopt or adapt a task to help a PP pupil make progress?  How have you reflected on the vision, values and aims of the school/setting?  How have you observed these being exemplified in day to day learning? | S5 Become aware of, and take into account different abilities, backgrounds and needs. |
| **Curriculum** | Can work with and adopt, share and work towards adapting mentor’s planning. – Link to UoC shared planning model.  Begin to produce individual plans that identify clear learning objectives, activities, assessment opportunities and organisation (initially for individuals/small groups building to whole class input).  Understand, observer and be observed teaching a sequence of phonics & early reading (CTOR)  Talk with class teachers, mentors and or subject leads about how the school / setting curriculum is sequenced.  Reflect on how children learn knowledge and how this can be sequenced from one activity /lesson, sequence of learning to the next.  Show how your subject knowledge has improved / been used to inform your planning to help children make progress.  *(Class Practice 2,3,4)* | PGPC9140: **Maths**: Know the foundations of number, counting and number progression. Know the principles of place value and the variety and progression in addition and subtraction calculation. Learn how to address misconceptions in the above and how to use resources effectively. **English** Know that there is an evidence base for the approaches modelled. Learn how to implement effective talk to scaffold learning. Know the stages of the writing process and learn how to plan and use shared reading and writing and guided reading as teaching tools. Learn how to teach spelling and grammar in context. **History, Geography. MFL, RE** In these sessions, know the core concepts and pedagogies. Learn how to plan lessons, use resources and apply the concepts and pedagogies to their own teaching. **PE –** Learn how to keep children safe in PE and know what children should be taught across EY and primary age phases. Know what is required for the teaching of gymnastics. Learn how to teach gymnastics safely  PGPC9070: Know the Simple View of Reading and Rose’s Principles of SSP. Know some skills for successful phonics and how young children acquire phonological awareness. Learn how to plan and teach a phonics lesson  PGCE7003 Building Professional Understanding: Developing a critical understanding of the science underpinning effective learning and how this impacts on curriculum design.  Building a research informed understanding of the interrelation in the plan > teach > assess cycle. | How are resources and materials used to align with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content)?  How might you use technology to support learning in areas taught?  How have you:   * Selected and adapted teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? * Guided, scaffolded and modelled to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? • * Effectively used questioning for different purposes, including to check learners’ prior knowledge, assess understanding and break down problems? * Provided opportunities for learners to consolidate and practise enacting new knowledge and skills? * Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning? | S4 Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate.  S4 Develop plans that identify clear learning objectives, activities, assessment opportunities and organisation. |
| How do you Identified essential concepts, knowledge and skills and principles of the subject?  How do you Provide opportunity for pupils to learn and master essential concepts, knowledge, skills and principles of the subject?  How have you answered children’s questions correctly and helped them advance their learning? | S3 Demonstrate sound personal understanding of relevant areas of learning and a growing awareness of how these are taught. |
| **Pedagogy** | Become aware of, and take into account different abilities, backgrounds and needs.  Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate.  (*Adaptive teaching 2,3,5)*  Show a beginning knowledge of how to structure learning to build pupil knowledge.  Use misconceptions to structure planned activities to support learning development | PGPC9140: Know that learning takes place in the working memory and how schemas are formed to organise information, Know that ACEs impact on learning and behaviour. Know how to support well-being. Know that children can form misconceptions and learn how to anticipate misconceptions. Start to learn how to adapt published planning and create lesson plans, including setting objectives, structuring learning and assessing learning, Learn how to adapt teaching for children with SEND. Learn that effective teaching for children with SEND is effective for all.  PGCE7003 – working memory, how learning develops,  Structuring learning – exploring the science underpinning effective learning  PGCE7003 Building Professional Understanding: How learning theories and an understanding of working memory / cognitive load impact on pedagogy | How have you:   * Used a variety of imaginative resources and innovative learning activities that interest and challenge? * Used intentional and consistent language that promotes challenge and aspiration. * Modelled the types of courteous behaviour expected of pupils). * Helped learners to show respect and sensitivity in their relationships with one another and the teacher? * Created a positive environment where making mistakes and learning from them is part of the daily culture? * How do you take into account pupils’ prior knowledge when planning how much new information to introduce? | S1 Select and use resources and space effectively to support safe and active learning.  S2a&b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact. |
| **Assessment** | Use a limited range of assessment opportunities to identify and inform feedback and planning  (e.g. observation, marking and questioning).  *(Assessment 1,3,4)*  Plan for opportunities to give formative feedback to learners.  Reflect on the range of ways in which learners will / can express their understanding of the objectives being taught.  Mark and discuss children’s work; discussing learning progress with your mentor. | PGPC9140 – Know that formative assessment is used by teachers to inform their teaching and knowledge of children's progress. Know that there are a range of approaches to formatively assess learning. Learn how to apply these approaches to their practice and record their assessments on planning  PGCE7004: Critical analysis and reflection of principles and practices of assessment | * Did you plan to ask any questions of the children to assess if they understood what you had been teaching them? * How did these relate to your learning objectives? * How did you monitor the progress the children made during your teaching activity? * How have you recorded what progress you felt the children made? * What are the expectations for formative feedback to learners in this school /setting? * How might you set a target for future learning / improvement in work? | • S6 Use a limited range of assessment opportunities to identify and inform feedback and planning (e.g. observation, marking and questioning). |

**Tasks to complete as part of your teaching & learning activity**

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| [**Domain of ITT Learning**](https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/ITT_core_content_framework.pdf)  **(5 from CCF & Ambitious Curriculum)** | **Professional development task:**  Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed.  Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning. |
| Professional behaviours  (1) | **All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning ‘Scrap Book’** |
| Behaviour  (2) |
| Ambitious curriculum- Challenging disadvantage together | We do encourage all ITT students to negotiate what this task may look like with your Mentor.  We recognise that each placement will have its own context, circumstances that lead to ‘Challenging disadvantaged together’ to need tackling in diverse ways.  At Beginning phase, we encourage you to build your understanding of the approach your school/setting is tackling in this area.  Some settings may focus on Pupil Premium- so the focus may be on supporting intervention for identified children.  Your setting may be in a national ‘Ward’ of deprivation.  This may include a link to the work you have covered on Visions and values exemplification. |
| Curriculum  (3) | **All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning ‘Scrap Book**’ |
| Pedagogy  (4) |
| Assessment  (5) |

**Developing placement:**

Build on the experience gained on Beginning Placements –

* Seek to further develop professional practice which supports group and whole class teaching.
* Increases awareness and engagement beyond the classroom.
* Teach up to 60% of the time spent in schools- building on students’ knowledge of the plan, teach, assess, and reflect cycle.
* Develop ability to track impact of teaching on pupil progress over time
* Have common expectations and requirements for all Programmes- These placements may be paired in some cases.

This should be done by:

* Adapting / developing and updating weekly, sequences and individual learning activity plans to support and sustain teaching and learning for all learners throughout the placement
* Sustaining learners’ interest and engagement in age / ability appropriate learning activities that meet the intended objectives.
* Planning and carrying out assessment of learning to inform next steps in learning and teaching.
* Managing a safe and stimulating learning environment.
* Discussing and enacting informed feedback and personal reflection to identify and support progress in professional practice throughout the placement.

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| **Domain of ITT Learning** | **Staged expectation**  *Links made with ITT Core Content Framework* | **‘PGCE EYFS & Primary’ curriculum links (know and learn)** | **Questions to explore with your mentor** | **Teacher standards that are developing to be exemplified within the context of the placement phase** |
| **Professional behaviours** | Engage in self and collaborative reflection to identify and inform professional development.   * Showing a developed ability to engage in weekly reflection. Critical reflection based on sound, current and relevant research. * A developed ability to identify ‘student teacher’s’ own professional development targets Inc. subject knowledge / key concepts of subject sequencing. * Considering wellbeing and workload implications and strategies used by professional staff.   Contribute to an understanding of progress and impact and development in pupils’ learning and welfare.   * Developing pupil profiles and exploring how best to track progress of the class/ group using case studies as key exemplars of learner needs. * Weekly reflections showing ability to track pupil progress and identify next steps to learning. * Develop ability to independently guide, plan and direct other adults to best support children’s needs. | PGPC9130: Know that reflective practice is an essential part of teaching. Know that continuous professional development through subject and pedagogical knowledge updating is essential for effective teaching. Learn how to reflect effectively so as to develop practice and thinking.  PGCE7004 – critical reflection and reflective models  PGCE7004: Enhancing Professional Practice Understanding of the importance of reflective practice as a tool for professional development.  Critical understanding of different aspect of high quality professional practice | How well do you:   * Seek support and communicate effectively with other colleagues? * Recognise the value, expertise and benefits to learning of cooperative working? * Plan for, brief and deploy effectively other adults in and out of the classroom? * Review 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? | S8 Demonstrate a sound ability to work collaboratively with other colleagues and professionals both in a support and lead capacity: contribute to an understanding of progress and impact and development in pupils’ learning and welfare.  S2a&b, S4d, S8d Engage in self and collaborative reflection to identify and inform professional development. |
| **Behaviour** | Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment   * Gain an understanding of whole school and specific classroom behaviour policies & strategies. * Develop your ability to enact strategies to different learning activities / environments, as necessary. * Observe and be observed implementing behaviour strategies learned. * Develop your understating of how high quality teaching and engagement in learning activities impacts on positive behaviour. * Develop your ability to reflect on the range of strategies your mentor, class teacher and you employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress. | PGPC9140 – Know that the creation of classroom climate and pre-empting possible poor behaviour through planning and activity design can support behaviour that leads to effective learning. Learn how to apply this principle to a classroom context through setting cognitively challenging tasks and clear expectations. | How well have I developed my application of:  • Making 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?  • Ensuring that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions?  • Minimising the impact of negative behaviour of some pupils on teaching and the learning of others?  • Establishing and maintaining effective relationships in the classroom between teacher to pupil, other adults to pupil and pupil to pupil?  • Understanding the link between learners’ behaviour and their involvement and engagement with learning? | S1, S7 Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment. |
| **Ambitious curriculum-**  **Challenging disadvantage together.** | Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.   * Gain an overview of children’s backgrounds and what interventions exist to support learning. * Understand school/setting vison and values- develop ways of incorporating aspects into everyday approaches to learning. * Explore with mentor how curriculums are adapted to meet the needs of all children. Implement with pupil profile children. * Identify PP, EAL, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress. * Develop your role in understanding how subjects are sequenced to support all learners, with particular focus around ‘disadvantaged’ groups. | PGPC9130 – Know the role of the subject leader and teacher in relation to Ofsted expectations and inspections. Learn how to prepare for that as a student teacher and their role in subject teaching.  PGPC9130 – Learn how to search effectively for appropriate teaching jobs. Learn how to create a personal statement, to complete an application form effectively and prepare for an interview.  PGPC9140 - Know how to keep children safe online and how to use the internet safely so as to keep them free form exploitation  PGPC9140 – Learn how to adapt teaching for children with EAL. Learn that effective teaching for children with EAL is effective for all, in terms of visual cues and multiple entry points. | How well have I:  •Taken into account the key factors that contribute to the development and wellbeing of learners?  • Understood the extent to which different backgrounds and influences may have an impact on learning?  • Known and developed my understanding surrounding the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome?  • Interpreted and developed use of school level data to identify targets for learners?  • Known how to identify the needs of pupils and adapt 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?  •Developed recognition of differences in the rates of progress and attainment of pupils experiencing challenging circumstances? | S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.  S5 Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background. |
| **Curriculum** | Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions   * Develop your role in understanding how subjects are sequenced to support all learners. * Develop an ability to adapt and design sequences of learning for the young people you teach. * Enact approaches to both formative and summative assessment that allow you to understand how to sequence next steps in sequences of learning. | PGPC9140 – **Music, Art, D.T** In these sessions, know the core concepts and pedagogies. Learn how to plan lessons, use resources and apply the concepts and pedagogies to their own teaching. **Science**, Learn how to work scientifically, plan for the development of scientific knowledge. Learn how to apply a progressive scientific toolkit to all topics taught. C**omputing –**Know the three strands of the computing curriculum and understand unplugged activities. Learn how to apply computing concepts and create simple programs. **Maths -** Know the variety and progression in multiplication and division calculation. Know the progression in skills and knowledge of 2d and 3d shape. Know how to apply practical measures to problem solving. **English -** Know the statutory summative assessment measures used in school and how they work. Learn how to apply creative approaches to teaching the writing process and developing reading beyond SSP.  **PE.** Learn how to plan and teach safe athletics and games lessons, applying principles to different disciplines and how to apply a progression in skill development.  PGPC9070 – Know the learning required to understand, plan and teach phase 5 and 6 phonics. Learn how to assess reading through use of running record. | How well have I:  • Identified possible misconceptions and plan how to prevent these forming  • Developed understanding of how learners learn?  • Selected and adapted teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate?  • Guided, scaffolded 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?  • Provided opportunities for learners to consolidate and practise enacting new knowledge and skills?  • Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning?  • Used 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? | S1, S3 Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions |
| **Pedagogy** | Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.   * Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement. * Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively * Develop your knowledge of the application of working memory, cognitive load in design of learning sequences | PGPC9140 – Learn how to apply questioning, critical thinking and higher order learning strategies to support those learners working at greater depth. Know what effective classroom talk is, in terms of exploratory talk. Learn how to engender this type of talk in the classroom.  Know how to plan for a series of lessons that progress skills, knowledge and understanding systematically. Including key principles and adapting published planning.  PGCE7004: exploring what high quality practice looks like and involves  PGCE7004: Enhancing Professional Practice Using a research informed approach to plan for the implementation of an identified approach on placement which will form the basis of the module assignment. | How well have I:  • Taken into account pupils’ prior knowledge when planning how much new information to introduce?  • Taken account of prior learning in planning and teaching?  • Constructed and scaffolded learning and analyse learner’s progress and make accurate assessments of their learning and achievements?  • Broken complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).  • Monitored and assessed progress and give feedback so that most pupils make good progress in their learning?  • Planned for continuity and progression across the key stage(s) building on pupils’ prior knowledge and attainment?  • Sequenced lessons so that pupils secure foundational knowledge before encountering more complex content. | S2d, S4b Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.  S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.  S1 Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively. |
| **Assessment** | Draw on a developing range of methods of assessment to identify, communicate and record a broader spectrum of learning and development.   * Monitor and track pupil profile children’s progress. * Develop ways to communicate with young people what they have learnt and how they can focus on targeted next steps to their own development. * Consider and develop summative assessment tasks that allow you to plan further sequences and interventions where necessary. | PGPC9140 – Know that schools use summative assessment measures and a range of data to inform their planning, inform them about progress and forma range of comparison tools to measure their effectiveness. Learn how to use data effectively, including software packages to to inform progression and learning  PGCE7004: Critical analysis and reflection of principles and practices of assessment  PGCE7004: Enhancing Professional Practice Critical evaluation of research in the area of assessment for learning, the differences and relationship between formative and summative, and the impact that effective feedback can have on learning. | How well do I:  • Make effective use of the schools; monitoring, marking assessment and recording policy?  • Build formative assessment into lessons?  • 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 developing 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? | S6 Draw on wide-ranging methods of assessment to identify, communicate and record a broader spectrum of learning and development. |

**Tasks to complete as part of your teaching & learning activity**

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| **Domain of ITT Learning** | **Professional development task:**  Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed.  Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning. |
| Professional behaviours  (1) | **All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning ‘Scrap Book’** |
| Behaviour  (2) |
| Ambitious curriculum- Challenging disadvantage together | We do encourage all ITT students to negotiate what this task may look like with your Mentor.  We recognise that each placement will have its own context, circumstances that lead to ‘Challenging disadvantaged together’ to need tackling in diverse ways.  At Developing phase, we encourage you to become more involved in the delivery of support within the approach your school/setting is taking in this area.  Some settings may focus on Pupil Premium- so the focus may be on supporting intervention for identified children.  Your setting may be in a national ‘Ward’ of deprivation.  This may relate to the work you have covered on vison and values |
| Curriculum  (3) | **All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning ‘Scrap Book’** |
| Pedagogy  (4) |
| Assessment  (5) |

**Extending placement:**

Build on the experience gained on Beginning and Developing Placements.

• Provide the final school/setting-based experience of the Student’s Programme.

• Lead to the recommendation of award of Qualified Teacher Status for students who are able to meet the Professional Teachers’ Standards (Best Fit) and have successfully completed the associated academic study.

• Students show competence in the plan, teach, assess, reflect cycle; teaching up to 70% of curriculum time.

• Teaching whole class, focus groups or individuals where necessary.

• These placements are individual places.

• Have common expectations and requirements for all Programmes

**Key Expectations (of Students)** Building on the required outcomes of previous placements; students will have learnt and learnt how to complete all core aspects of their integrated curriculum. At this end point assessment they will show that they can independently enact this learning within their everyday teaching & learning in school / settings:

(The list below- although not exhaustive-shows the extension of developed standards from previous phases)

Students will be required to utilise the teacher standards grids to track ongoing evidence to ‘meeting’ or ‘exceeding’ by the end of their training.

• S1 Demonstrate a clear ability to motivate and engage all learners in planned and impromptu learning opportunities (in and out of the classroom context) which are well matched to the learner’s understanding and interests; that challenge ideas, contribute to discussion and teamwork and secure progress.

• S4, S5 Extend and update clear adaptive teaching approaches to plans based on on-going assessment of the learners’ needs, interests and progress and which closely connect activities, objectives and outcomes.

• S3 Demonstrate extended and researched subject knowledge to inform pedagogy and learning across the curriculum which are increasingly innovative and creative.

• S6 Draw on wide ranging assessment opportunities that are closely linked to the learning objectives, actively engage learners in developing their awareness of learning and next steps and which contributes to the school’s systems for tracking and recording pupil progress.

• S1, S4 Identify, introduce and manage resources and space which inspire and facilitate learning and are closely matched to the intended learning objectives.

• S5 Recognise barriers to learning and enact both policy and good professional practice to support the needs and progress of all learners.

• S1, S7 To model and secure good behaviour, appropriate values and an interest in learning (in and beyond the classroom) and to ensure that all matters regarding behaviour and safety are addressed and/or referred immediately to a member of staff with appropriate experience and responsibility.

• S2a, b, S4d, S8d Engage in systematic self and collaborative reflection which informs professional development, the contribution of others and the progress of learners. Promote pupil progress over time through effective data and evidence gathering and analysis. Ensure this is underpinned by reflection, professional development and acknowledgment of the way you facilitate the work of others.

• S8 Demonstrate a clear ability to work collaboratively and effectively with colleagues, parents / carers and other professionals: recognising personal responsibilities /capabilities and opportunities to innovate and use initiative in supporting pupils’ learning and welfare.

**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 Teachers’ standards by the end of their programme.**
* **At Extending phase: 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 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.

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| * **It is vital that a student is considered as a training teacher when using this framework. They are not yet fully qualified teachers.** |
| * **The standards need to be applied as appropriate to the role & 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 Teachers’ 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.** * **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.** |

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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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|  | | **Not yet meeting full Teachers’ Standards**  **exemplification** | **Meeting Expected Teachers’ Standards exemplification** | **Exceeding expected Teachers’ 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** |
| **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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| **S2: Promote good progress and outcomes by pupils** | |
| **How well does the trainee:**   * 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 workand achievements? * Engage learners in setting objectives for the development of their own learning and development? | **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 planning takes account of wider objectives linked to social and personal skills * Learning 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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|  | | **Not yet meeting full Teachers’ Standards exemplification** | **Meeting Expected Teachers’ Standards exemplification** | **Exceeding expected Teachers’ 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** |
| **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. | use a detailed understanding of the pupils’ capabilities and their prior knowledge.  Apply the: Plan – do – review cycle to my learning plans |
|  |  | 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. | 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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| **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 frameworks 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 * Learning 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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|  | | **Not yet meeting full Teachers’ Standards exemplification** | **Meeting Expected Teachers’ Standards exemplification** | **Exceeding expected Teachers’ 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** |
| **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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| **S4: Plan and Teach well-structured Lessons** | |
| **How well does the trainee:**   * 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? | **Evidence for this standard may be demonstrated by:**  **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 |

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|  | | **Not yet meeting full Teachers’**  **Standards exemplification** | **Meeting Expected Teachers’ Standards exemplification** | **Exceeding expected Teachers’ 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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| **S5: Adapt teaching to respond to the strengths and needs of all pupils** | |
| **How well does the trainee:**   * 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? | **Evidence for this standard may be demonstrated by:**  **Planning documentation**   * Planning based upon prior assessments * Planning identifies clear adaptive teaching 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 |

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|  | | **Not yet meeting full Teachers’ Standards exemplification** | **Meeting Expected Teachers’ Standards exemplification** | **Exceeding expected Teachers’ 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** |
| **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 * Knowhow 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**   * Assessments 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** |

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| **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** |
| **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:**   * 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? | **Evidence for this standard may be demonstrated by:**  **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 |

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| **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** |
| **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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| **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? * Demonstrates 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.* |

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| **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. |

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| **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? |

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| **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)**

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| **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. |