

School of Education

**Secondary**

**Meeting the Teachers’ Standards– 2020-21**

Name

Subject

Subject Tutor

Placement 1

Subject Mentor

Placement 2

Subject Mentor

 **Teachers’ Standards**

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

A teacher must:

**1. Set high expectations which inspire, motivate and challenge pupils**

1. establish a safe and stimulating environment for pupils, rooted in mutual respect
2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2. Promote good progress and outcomes by pupils**

1. be accountable for pupils’ attainment, progress and outcomes
2. be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on this
3. guide pupils to reflect on the progress they have made and their emerging needs
4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
5. encourage pupils to take a responsible and conscientious attitude to their own work and study

**3. Demonstrate good subject and curriculum knowledge**

1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. 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
4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**4. Plan and teach well-structured lessons**

1. impart knowledge and develop understanding through effective use of lesson time
2. promote a love of learning and children’s’ intellectual curiosity
3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4. reflect systematically on the effectiveness of lessons and approaches to teaching
5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
3. demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils’ education at different stages of development
4. 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

**6. Make accurate and productive use of assessment**

1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. make use of formative and summative assessment to secure pupils’ progress
3. use relevant data to monitor progress , set targets an plan subsequent lessons
4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3. manage classes effectively, using approaches which are appropriate to pupil’s needs in order to involve and motivate them
4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

1. make a positive contribution to the wider life and ethos of the school
2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. deploy support staff effectively
4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague
5. communicate effectively with parents with regard to pupils’ achievements and well-being

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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:

* Teacher uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
* *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’ 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*
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in the own attendance and punctuality
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

**What are the Teachers’ Standards?**

The Teachers’ Standards are the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). The Teachers’ Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They will also be used to assess your performance when you are a qualified teacher. **The standards apply to the vast majority of teachers regardless of their career stage.** For this reason, the Standards need to be applied as appropriate to your role, experience and context. The monitoring of your progress against the Standards is laid out in such a way that that you engage with the standards at the start of your practice in term 1 and can see the line of progression over terms 2 and 3. Over time you will hopefully move from *competent* to demonstrate that you are *good* or *high performing*. This is assessed by monitoring the impact you are having on pupil progress over time in the sense of knowing more, remembering more and being able to do more.

**When will I be assessed?**

It is important that we (you, your mentors and your tutor(s)) track progress at interim points. This is in addition to the tracking that is completed as part of the weekly review process. Tracking is always on-going and a negotiated support plan (between you, your mentor and tutor) can be put into place to offer additional support.

The interim points are:

1. At interview
2. Using the ‘*Meeting the Teachers’ Standards’’* booklet which links to the first school report
3. **First report** (December)
4. Transition planning and first progress review (December) (part of PSEC3000 – Meeting the Teachers’ Standards)
5. Using the ‘*Meeting the Teachers’ Standards’* booklet that links to the second school report
6. **Second report** – (end of March)
7. Transition planning and second progress review (Easter) (part of PSEC3000 – Meeting the Teachers’ Standards)
8. Using the *‘Meeting the Teachers’ Standards’’* booklet
9. **Final report** – June
10. University of Worcester Career Entry Profile (UWCEP) (part of PSEC3000 – Meeting the Teachers’ Standards)

Mentors should use their professional judgement and common sense to assess you at a level that is consistent with what should reasonably be expected of you given your level of experience. Standards are presented in this booklet as separate headings, each of which is accompanied by a number of bullet points. The bullets are an integral part of the Standards, designed to illustrate the scope of each heading. They should not be interpreted as separate standards in their own right but used by you, mentors and tutors to track progress against each Standard, to determine areas where additional experience and development might be needed, or to identify areas where you are already demonstrating excellent skills. All judgements are made through the lens of the progress pupils make.

This booklet is a formative assessment tool allowing you to periodically self-assess your progress (weekly reviews) and set challenging personal targets. Use the language to help you to write focused/SHARP targets considering how you move to a good or high performing profile. Mentors should also use the booklet as guidance when writing school reports. “*Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching*’ (ITE Core Content Framework 2019, p3).

**How the booklet works.**

**Using the booklet in weekly reviews** - Below is an example of how a maths trainee might use the booklet in a weekly review. THE BOOKLET SHOULD BE IN CONSTANT USE.

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| **4. Plan and teach well-structured essons.** | With support design homework activities.  Let’s say you would like to develop the use of homework tasks within your planning. In placement 1 you could plan straightforward tasks with support (Emerging). Now you want to think carefully about the tasks that you set so that homework makes clear links with the classwork and helps students to consolidate their knowledge. Your target could be: “Plan a homework activity with Year 7 set 1 for week beginning 22nd Feb. which is focused on helping students to develop fluency in adding fractions.” (TS4)  The strategies you might try are: find a ‘mathematical etude’ type task which provides a rich context for practicing adding fractions. Explain the activity carefully at the start of the lesson and get students to stick the sheet into their books and write the homework in their planner. In the following lesson ask three students to come to the board and share their results and methods. Identify what is ‘good’ about the methods used. Take all the books in and ‘mark’. Provide short written feedback based on the ideas students gave you for what was a ‘good’ method. Get students to look at these comments at the start of the next lesson.  To move into the ‘Good’ column you need to think about how you record and monitor the homework too. Also maybe plan a lesson that takes place outside the classroom. | 1. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress (in the sense of knowing more, remembering more and being able to do more) to consolidate knowledge and understanding. Monitor and record homework. | Set inspiring and creative homework, and other out of class activities to engage learners in consolidating and extending their knowledge and understanding.  Rigorous and systematic recording is employed when monitoring homework. |

**Using the booklet for progress reviews (December, March/April and June)** – When the cumulative reportsare being written it is useful toreflect on your progress and ‘**where you are at now’**. This will allow you to set meaningful and realistic targets for your development as part of the action plans on PebblePad. Before the first report highlight the text in **bold** (or dotted underline if on a hard copy). Your second report is written at Easter - underline where you are working at and, before your final report, highlight your progress. This will help you and your mentor to agree on the final outcomes in reports. The interrelationship of the Teachers’ Standards means that weaknesses in any one standard are likely to impact on the progress that pupils make.

In December use **bold** text (or dotted underline if using a hard copy) to show ‘where you are at now’ based on evidence and feedback from observations and weekly reviews

In June highlight ‘where you are at now’ based on evidence and feedback from observations and weekly reviews

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing trainees** |
| **4. Plan and teach well-structured essons.** | **Can design some homework activities with support.** | 1. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.   In March/April underline ‘where you are at now’ based on evidence and feedback from observations and weekly reviews | Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress (in the sense of knowing more, remembering more and being able to do more) to consolidate knowledge and understanding. Monitor and | Set inspiring and creative homework, and other out of class activities. Engage learners to consolidate and extend their knowledge and understanding ensuring pupils make very good progress. Rigorous and systematic recording and monitoring of homework is employed. |

**Please note: Italics are directly from the ‘ITT Core Content Framework’ (DfE, 2019)**

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| 1. **Set high expectations which inspire, motivate and challenge pupils.** | Begin to encourage learners to participate and contribute. Recognise how teachers create appropriate working environments.  With support maintain a safe learning environment. | 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect. | *Create a culture of respect and trust with pupils* *that promotes challenge and aspiration.*  *Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.* | Understand and articulate what constitutes a safe and stimulating environment and be highly aware of how to promote safety in different situations including in relation to e-safety. Create *inclusive* lessons *using intentional and consistent language* in which pupils feel that their contributions are consistently valued and welcomed. |
| Start to understand that different classes may require different approaches to lesson planning and goal setting, | 1. Set goalsthat stretch and challenge pupils of all backgrounds, abilities and dispositions. | *Create a positive environment where making mistakes and learning from them, plus the need for effort and perseverance, are part of a daily routine. Acknowledge and praise pupil effort - emphasising progress being made.* | *Communicate a belief in the academic potential of pupils* *using* *tasks* that stretch*, challenge and motivate* pupils *within a challenging curriculum*.  Use effective strategies to support the learning and progress of underperforming groups. |
| Begin to develop positive attitudes, values and behaviour. Support and enthusiasm for the school ethos and working with learners are at an early stage. | 1. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | *Demonstrate high behavioural expectations. Model the types of courteous behaviour expected of pupils. With the support of colleagues seek opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)*. | Model exemplary positive attitudes and values when *engaging* with pupils, colleagues and parents *understanding how this engagement changes depending on the age and development stage of the pupils*. Rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration). |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| 1. **Promote good progress and outcomes by pupils** | Begin to understand teachers’ accountability for pupils’ attainment, progress and outcomes. | 1. Be accountable for pupils’ attainment, progress and outcomes. | *Work with mentors/expert colleagues to increase challenge with practice and retrieval as knowledge or skills become more secure*.  With support, monitor and assess learners’ achievements and provide feedback to them based on their specific needs as individuals, or groups of learners, with the aim to further the progress of the learners. | Independently monitor progress to evaluate how well pupils are learning so that the approach can be changed during the lesson if necessary. Independently *increase challenge with practice and retrieval as knowledge or skills become secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).* Provide feedback and targets to individual learners that are focused to ensure further progress. |
| Begin to take account of prior achievement when planning and/or teaching. | 1. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. | *Take account of prior knowledge when planning/sequencing to avoid overloading working memory.*  *With the help of mentors/expert colleagues link:*   * *What pupils already know/can do to what is being taught (e.g. explaining how new content or skills build on what is already known).* * *Identify possible misconceptions and plan how to prevent these from forming* | *Demonstrate a clear and deep understanding of how to plan for progression*.  *Sequence lessons so that pupils secure foundational knowledge before encountering more complex content. Independently plan for misconceptions.* |
| Begin to provide tentative opportunities for learners to reflect on their learning. | 1. Guide pupils to reflect on the progress they have made and their emerging needs. | Regularly provide learners with the time and opportunity to reflect on specific aspects of their learning and identify emerging needs. | Create time and opportunities for learners to reflect on their progress*, sharing emerging understanding and points of confusion so that misconceptions can be addressed*. Use targeted intervention to identify the progress learners have made and support them to understand what they need to do to improve. |
| Begin to demonstrate an awareness of how learners learn using a basic range of teaching strategies ad interventions. | 1. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | *Work with mentors/expert colleagues to reduce overload on working memory by reducing distractions on the working memory, taking into account prior knowledge, to keep complexity to a minimum so that attention is focused on content.*  *Break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).*  *Observe and deconstruct how expert colleagues plan regular review and practice of key ideas and concepts over time.* | *Discuss and analyse with mentors/expert colleagues how to design and implement subject specific - practice, generation and retrieval tasks that provide just enough support so that pupils increase the likelihood of materials being retained when attempting challenging work.* |
| Plan for teaching and learning providing some opportunities for independent learning. | 1. Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Use effective teaching strategies that encourage independent learning. Set appropriately challenging tasks | Consistently create opportunities for autonomous learning *balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| **3. Demonstrate good subject and curriculum knowledge** | With support apply subject and curriculum knowledge to plan lessons. Begin to demonstrate sufficient subject knowledge to be aware of misunderstandings. | 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. | *Work with mentors/expert colleagues* to :   * *To identify essential concepts, knowledge, skills and principles of the subject.* * *Provide opportunities for pupils to learn and master these* * *Be aware of common misconceptions and know how to address these to help pupils master important concepts.*   *Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils to develop fluency with core concepts).* | *Discuss and analyse how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. Can practice, receive feedback and improve at balancing exposition, repetition, practice and retrieval of critical knowledge and skills.*  *Ensures pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.* |
| Recognise the need to clarify and update subject knowledge and subject-specific pedagogy. | 1. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. | *Work with mentors/ expert colleagues to select resources (e.g. textbooks and on line resources) and develop teaching materials aligned with the school curriculum e.g. analogies, illustrations, examples, explanations that demonstrates carefully sequencing of subject content.* | *Discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum decisions and how the school’s curriculum materials inform lesson preparation*. |
| Recognise the need to develop pupils’ reading, writing and communication skills. | 1. 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. | Confidently use subject specific vocabulary and structures when communicating with pupils to develop pupils’ literacy skills.  Plan opportunities to *develop reading, writing, communication skills* in lessons. *Know how to model reading comprehension by asking questions, making predictions, and summarising when reading.*  *Discusses and analyses with colleagues how to teach different forms of writing by modelling planning, drafting and editing*. | Demonstrate highly effective *teaching of reading, writing and communication*. Demonstrate a clear and deep understanding of how to plan for the development of pupils’ literacy skills and use this to plan teaching; dealing with barriers to learning. .  *Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught*.  *Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).* |
| Recognise the need to develop an understanding of early reading. | 1. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | Work with mentors/ expert colleagues to *discuss and analyse how to support identified pupils to become fluent readers and to write fluently and legibly.* | Demonstrate confidently and competently a clear understanding of how to plan proactively for the development of pupils’ reading skills and use this to plan teaching, dealing with barriers to learning where applicable. |
| Recognise the need to develop pupils’ mathematics skills. | 1. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Use a range of mathematics skills within lessons with increased confidence and competence*.* Understand how to overcome barriers to learning such as low levels of numeracy where applicable. | Demonstrate confidently and competently a clear understanding of how to plan proactively for the development of pupils’ mathematical skills and use this to plan teaching, dealing with barriers to learning where applicable. |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| 1. **Plan and teach well-structured lessons** | Begin to structure lessons that contribute towards supporting learning. Awareness that the pace of the lesson needs to be effective. | 1. Impart knowledge and develop understanding through effective use of lesson time. | *Work with mentors/ expert colleagues to plan effective lessons by:*   * *Starting expositions at the point of current pupil understanding* * *Breaking tasks down into constituent components.* * *Teaching the necessary foundational content knowledge using modelling, explanations and scaffolds.* * *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* * *Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary and asking pupils to justify answers).* | *Planning activities to enable pupils to think hard about, exposing potential pitfalls and explaining how to avoid them.*  *Enabling critical thinking and problem solving by* *using tasks that scaffold pupils through meta-cognitive and procedural processes and deconstructing this approach. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*  *Stimulate pupil thinking and check for understanding, for example, considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).*  *Providing appropriate wait time between question and response where more developed responses are required.* |
| Motivate learners in some parts of the lesson. | 1. Promote a love of learning and children’s intellectual curiosity**.** | Teach in a way that engages learners’ interest c*ombining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*  *Work with mentors/expert colleagues to make the steps in a process memorable, and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).*  With support take some risks when trying to make teaching engaging. | Inspire and communicate enthusiasm to pupils.  *Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge).*  *Independently stimulate pupil thinking and check for understanding, by providing scaffolds for pupil talk to increase the focus and rigour of dialogue.*  Take risks confidently to make teaching engaging. |
| With support design homework activities. | 1. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress (in the sense of knowing more, remembering more and being able to do more) to consolidate knowledge and understanding. Monitor and record homework. | Set inspiring and creative homework, and other out of class activities to engage learners in consolidating and extending their knowledge and understanding.  Employ rigorous and systematic methods to monitor and record homework. |
| Begin to evaluate and reflect on own teaching. | 1. Reflect systematically on the effectiveness of lessons and approaches to teaching. | Take responsibility for professional development through evaluating own performance and setting challenging SHARP targets in weekly reviews *in order to improve practice*. Work with mentors/expert colleagues to assess the impact of teaching on pupil progress over time. | Habitually self-evaluate, setting challenging SHARP targets using weekly reviews to map and review pupil progress. Reflect systematically, and take account of feedback, from mentors/expert colleagues and other professionals. |
| Where appropriate, with mentors/expert colleagues, contribute tentatively to curriculum planning. | 1. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Make a positive contribution to curriculum planning showing some examples of innovation. Make creative use of resources to plan lessons to take account of the needs of groups of pupils and individuals. | Show initiative and examples of innovation, for example within a scheme of work, develop the curriculum or producing high quality innovative resources. |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| 1. **Adapt teaching to respond to the strengths and needs of all.** | Begin to recognise the needs of different learners. | 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | *Making use of formative assessment by observing how colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and experience success.*  *Making use of well-designed resources (e.g. textbooks).* | Consistently teach lessons to accurately match individual needs- *deconstructing this* approach to take account of the differing progress made by each learner during the lesson.  *Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.*  *Reframe questions to provide greater scaffolding or greater stretch.* |
| Begin to recognise some potential barriers to learning and suggest some strategies to overcome them. | 1. Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | Use a variety of strategies *to challenge and motivate learners* *where attainment is low*.  *Discuss and analyse with mentors/expert colleagues how to:*   * *Balance input of new content so that pupils master important concepts and experience success.* * *Group pupils effectively and understand how and why the placement school changes groups regularly, avoiding the perception that groups are fixed*. | Consistently use strategies to overcome barriers to learning for all learners. *Understand the cause of low achievement; challenge and motivate learners where attainment is low; and use effective strategies to support underperforming groups.* |
| Show a basic awareness of the physical, social and intellectual development of children, and with support, adapt teaching to support pupils’ education at different stages of development | 1. Is able to 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 | Work with mentors/expert colleagues to *apply high expectations to all groups, ensuring all pupils have access to a rich curriculum.*  *Identify pupils who need new content further broken down.*  *Make effective use of teaching* *assistants and other adults in the classroom under supervision of colleagues*. | Use creative approaches in response to the different physical, social and intellectual needs of learners to *ensure all pupil access a rich curriculum*. Employ a range of distinctive and age appropriate approaches to support pupils with differing educational needs. |
| Show a basic awareness of the needs of pupils, and be able to identify some teaching approaches. | 1. 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. | *With mentors/expert colleagues:*   * *Develop a clear understanding of different pupils’**needs, including how to use the SEND Code of Practice - working closely with the Special Educational Needs Co-ordinator (SENCO)/special education professionals and the Designated Safeguarding Lead (DSL).* * *Discuss and analyse whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons without creating unnecessary workload.* | Consistently and effectively demonstrate and evaluate a variety of approaches to inclusive teaching to engage and support all learners (including more able) EAL, SEND and pupils eligible for the *pupil premium* (including Free School Meals). |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum)** | **Good** | **High performing** |
| 1. **Make accurate and productive use of assessment** | With support, assess pupils’ attainment against national benchmarks. | 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | *Discuss, analyse and work with mentors/ expert colleagues to ensure common assessment pitfalls are avoided by* planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). | Accurately, and independently assess pupils’ attainment *using* current *curricular, examinations and assessment arrangements*.  *Discuss and analyse with colleagues how to avoid common assessment pitfalls (choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments).* |
| Use of a basic range of formative and summative assessment strategies that indicate a learner has made progress when planning. | 1. Make use of formative and summative assessment to secure pupils’ progress | *Provide high quality feedback* using formative, continuous assessment and summative strategies effectively*.*  *Prompt pupils to elaborate when responding to questions to check that an answer stems from secure understanding.*  *Monitor pupil progress during lessons including checking for misconceptions.* | *Know how to structure tasks and questions to identify knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).*  Systematically and regularly monitor individual’s progress to evaluate learning over time. |
| Plan lesson/s or part lessons to show a basic understanding that school and pupil data needs to be used to set targets for groups and individuals. With support identify the next steps in learning. | 1. Use relevant data to monitor progress, set targets, and plan subsequent lessons | *Work with mentors/expert colleagues to m*onitor and record learners’ progress and how the outcomes are used in subsequent planning, with a clear focus on groups and individual learners.  *Knows how to record data only when it is useful for improving pupil outcome.*  Monitor and assess learners’ achievement in line with the school policy. | Systematically use relevant data to set challenging and differentiated targets.  *Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.* |
| With support monitor learners’ progress and assess their achievement. | 1. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | *Make marking manageable and effective* by using *accurate and efficient feedback (e.g. using codes and recognised abbreviations in written feedback) understanding that written marking is only one form of assessment.*  *Know how to ensure feedback is specific and helpful when using peer or self-assessment.*  *Scaffold self-assessment by sharing model work with pupils, highlighting key details.* | In partnership with pupils provide detailed feedback and targets that are focused on *specific actions and provide time for them to respond* to ensure very good progress.  Keep relevant, accurate and up-to-date records of pupil progress, learning/attainment. |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (minimum requirements)** | **Good** | **High performing** |
| 1. **Manage behaviour effectively to ensure a good and safe learning environment** | Understand the school’s behaviour policy and begin to apply rules and routines. Be aware of the responsibility for promoting good and courteous behaviour in the classroom. | 1. Have clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. | *Establish expectations, by reinforcing established school and classroom routines taking* responsibility for learners’ behaviour both in the classroom and around the school.  *Respond consistently to pupil behaviour - checking pupils’ understanding of instructions before a task begins.*  *Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* | *Create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*  Apply the school’s behaviour policy confidently in all situations to create an excellent climate for learning. |
| Begin to manage classes appropriately with regard to expectations of behaviour. Begin to use praise, sanctions and rewards to minimise disruption. | 1. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Motivate pupils, by making timely and appropriate interventions.  *Establish a positive, supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* | Create an environment which is unreservedly positive about behaviour and safety using strategies that promote high levels of engagement, collaboration and cooperation. Know pupils well and use rewards and sanctions in a personalised and positive manner. |
| With support, engage pupils and cope with the management of small groups. Involve and motivate some individuals. | 1. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | *Give manageable, specific and sequential instructions using consistent language and non-verbal signals for common classroom directions. Use early and least-intrusive interventions as an initial response to low level disruption* so that lessons flow smoothly and without interruption. Encourage pupils to take pride in their work, their appearance and their school. | Plan and use a range of highly effective strategies to promote learning which are appropriate to pupils’ needs. Ensure attitudes to learning are consistently at an equally high standard across subjects (if applicable), years and classes. Ensure incidences of low-level disruption in lessons are rare.  *Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.* |
| Begin to develop positive relationships with pupils and exert authority. | 1. Is able to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | *Build trusting relationships*. Seek out additional support when required *to respond quickly to any behaviour or bullying that threatens emotional safety.*  *Work with mentors/expert colleagues to engage parents, carers and colleagues (e.g. discussing a script) both in formal and informal settings.* | *Build trusting relationships including using effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations*.  Form effective relationships that make a strong contribution to a positive learning environment. When applicable effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. |

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|  |  | **Meeting the Standards** | **Characteristics for trainees in this stage of their career** | |
|  | **Emerging** | **Competent (min. requirements)** | **Good** | **High performing** |
| 1. **Fulfil wider professional responsibilities** | Begin to understand the school ethos. With prompts contribute to the wider life of the school | 1. Make a positive contribution to the wider life and ethos of the school | Regularly contribute to the wider life and ethos of the school, for example, *e.g. by supporting mentors/expert colleagues with their pastoral responsibilities, such as careers advice).* | *Contributing positively to the wider school culture developing a feeling of shared responsibility for improving the lives of all pupils within the school.* |
| Begin to build professional relationships with colleagues; basic skills in working collaboratively; recognises the need to seek advice. | 1. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | *Collaborate with mentors/expert colleagues to share the load of planning and preparation and make use of shared resources (e.g. textbooks). Seek advice to extend subject and pedagogic knowledge as part of the lesson preparation process.*  *Discuss and analyse with mentors/expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).*  *Observe how colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach.* | *Work as part of a team*. *Seek challenge, feedback and critique from mentors/expert colleagues in an open and trusting working environment.*  *Protect time for rest and recovery and be aware of the sources of support available to support good mental well-being.* |
| Begin to communicate with support staff. | 1. Deploy support staff effectively | With the support of mentors/expert colleagues know how to prepare and plan for teaching assistants and other professionals -sharing the intended lesson outcomes ahead of lessons. | *Knows how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*  *Works with the SENCO and other professionals supporting pupils with additional needs, knowing how to make explicit links between interventions delivered outside of lessons with classroom teaching.* |
| With support identify basic developmental targets and suggest strategies to address these. | 1. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | *With mentors/expert colleagues reflect on progress made, recognising strengths and weaknesses and identify next steps for further improvement using SHARP targets.*  Take ownership for personal development using the Meeting the Standards booklet to track progress and set measureable targets.  Use weekly reviews to evaluate professional practice *- responding positively and proactively to advice/feedback from colleagues.* | Critically and rigorously evaluate professional practice in weekly reviews to identify challenging/SHARP targets; meticulously maintain PebblePad as evidence of self-evaluation.  *Strengthens pedagogical and subject knowledge by participating in wider networks.*  *Engage critically with research and use evidence to critique practice.* |
| With support and guidance, communicate with parents/carers about learners’ achievement and/or well-being. | 1. Communicate effectively with parents with regard to pupils’ achievements and well-being. | Work with mentors/expert colleagues, to assume some responsibility for communicating effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being, doing so in response to individual pupils’ emergent needs. | *Communicate effectively both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. Be proactive in making effective use of parents’ evenings to engage parents and carers in their children’s schooling*. |

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| **Meeting the Standards** | | |
| **Part 2** | **Pass** | **Fail** |
| 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 uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * 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 pupils’ 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. * teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.   Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | * Have a commitment to the teaching profession, and the development of appropriate professional relationships with colleagues and pupils. Have regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. *Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.* * Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop learners’ wider understanding of the social and culture of different faiths, in line with the maintenance of fundamental British values. * Understand the challenges of teaching in modern British schools and the implications of the Prevent strategy. * Assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Adhere to school/university policies and practices, including those for attendance and punctuality. * Have a broad understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are aware of the professional duties of teachers as set out in the statutory *School Teachers’ Pay and Conditions* document. * Adhere to the school and university VLE/internet safety policy including safe and responsible use of social media. | * Fails to follow the course code of conduct * Unable to demonstrate a commitment to the teaching profession. Unable to develop appropriate professional relationships with colleagues and pupils or do so inconsistently. Have little or no regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. Do not understand or demonstrate that, by law, schools are required to teach a broad and balanced curriculum and have not begun to develop learners’ wider understanding of social and cultural diversity. * Unwilling or unable to assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Do not fully and/or adequately adhere to school policies and practices, including those for attendance and punctuality. * Little or no understanding of the challenges of teaching in a modern British school or the implications of the Prevent strategy. * Do not have a broad enough understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are unaware of the professional duties of teachers as set out in the statutory *School Teachers’ Pay and Conditions* document. * Unable to adhere to the school’s or provider’s VLE/internet safety policy including safe and responsible use of social media. |

**What do report grades mean?**

Reports are cumulative. In the autumn (first) report, spring (second) report and summer (final) reports use **actual** performance assessments on a cumulative template based on the Teachers’ Standards. **Please remember that the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to role, experience and context.** It is acceptable for progress against the Standards to be ‘emerging’ in the autumn term. If performance is ‘not on target’ meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, you will be given a support plan. An ‘emerging’ grade in the spring term again indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards ‘Personal and Professional Conduct’ are graded ‘**pass**’ or ‘**fail**’.

**Written comments on the First Report**

At this stage in the course it is important that you, and those involved in your training, have a clear picture of what has been achieved so far against the Teachers’ Standards. We ask that these reports are **detailed** and are an **honest and fair judgement**. Judgement should be based on tracking in thisbooklet and should be a **best fit professional opinion**. You are not expected to meet every aspect of the bullet points for an overall judgement to be made. Due to time constraints you are only expected to be emerging and in some cases competent for the first report.

## Written Comments on the Second Report

The second report builds upon the comments written by mentors from your autumn term placement. It is possible for the same text to be **bold** and underlined if you have not been able to make progress in an area. As previously, it is important that you and those involved in your training, have a clear picture of what has been achieved so far against the Teachers’ Standards. Judgement should be based on tracking in this booklet and should be **holistic best fit professional opinions**. For this reason, there should be no surprises as you should know how you are progressing. If you are deemed ‘emerging’ for any of the Standards this indicates that you are not yet meeting the minimum competency so will negotiate a targeted support plan with your subject tutor/mentor and will meet with the Course Leader. A trainee graded at ‘competent’ will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

## Final (Summer) Report

This report should reflect achievement at the end of the course and is cumulative so mentors add to the grades and comments made in the second school report. This should include evidence gathered from observations, weekly reviews and from the periodic reviewing of the ‘Meeting the Teachers’ Standards’ booklet. Again, the outcomes are holistic best fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as you enter the teaching profession. To pass the course and be recommended for QTS you must achieve a ‘competent’ grade in **all** sections of the Teachers’ Standards. When making final judgements against each standard it is useful to look at the definitions below.

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| **All reports**  *(please remember that outcomes* ***are best fit professional judgements*** *based on the Teachers’ Standards)* | High performing | For the identified Standard teaching is good or high performing and never less than consistently at a good level. |
| Good | For the identified standard teaching is good, some is high performing. |
| Competent | Teaching over time requires improvements as it is not yet good but meets the minimum requirements for the Standard. |
| Not on target (autumn) Emerging (spring) Fail (summer) | Teaching requires improvement across the standard and is not yet competent. |

At the end of the course you will have a viva voce (tutorial) to make an accurate and rigorous final assessment for the award of QTS in relation to the teachers’ standards (see PEC3000 in the Assessment Guidance).

**Observing colleagues**

‘The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching ’

(ITT Core Content Framework, DfE 2019 )

For this reason observation of expert colleagues is key. Use **one or more** of these questions to help you when observing mentors/expert colleagues.

**What is the impact that teaching has on pupil progress?**

1. How does the lesson structure break tasks down into constituent parts to ensure pupils know more, remember more and can do more?
2. How are pupils engaged and challenged given their prior skills, knowledge and understanding?
3. How are modelling/explanations/scaffolds used to make connections between knowledge to ensure progress?
4. How does the teacher ensure all pupils are asked a range of questions to extend and challenge their learning?
5. How often are pupils able to work independently (where necessary), self-regulating their progress and showing resilience?
6. How do pupils improve understanding as a result of intervention and feedback (including from peers and other adults) on their learning?
7. How and when do pupils have opportunities to retrieve, consolidate and apply new knowledge and skills?
8. How does the teacher manage pupil behaviour appropriately to ensure that progress is made in a supportive and inclusive environment?