

Teachers' Standard	Opportunities:	Potential adaptations in the current context:
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • Organise a motivational virtual 'warm up' for home learning. • Create a certificate/reward that could be given to a pupil each week. • Develop online learning rules/etiquette with the children. • Develop a range of online teaching strategies that motivate children and maintain engagement/interaction. 	Motivational warm ups could also be done with a whole bubble if working in school at the start of the day or after a break/lunch time.
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • Support class teacher in maintaining records of pupil progress. • Engage with resources sent from UW which support online learning and share with school colleagues. • Create case studies for individual pupils or groups. 	
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • Create and modify resources for online learning that can be shared with pupils. • Offer to plan and record a sequence of phonics lessons for EYFS or KS1 to use. • Agree on a curriculum area that you can plan/resource after half term. • Investigate the power and skill of questioning and seek to implement and appraise effectiveness at Weekly review 	<p>Students must plan and teach a sequence of phonics lessons and be formally observed.</p> <p>Identify with your CT any misconceptions by individual children in on-line learning. Plan and implement any specific personalised intervention that addresses these areas.</p>
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> • Co-plan and teach lessons remotely via an online platform. • Plan some optional enhancement opportunities to engage learners in practical activities at home. • In EYFS, (if online learning journals are in use) communicate weekly learning focus with a range of learning opportunities/activities to parent/carer. • Observe a lesson remotely, discussing planning and progression (or another identified area, eg// subject knowledge) with the class teacher 	
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • Plan and organise differentiated activities for lessons planned by your class teacher. • Plan an extension activity for a small group. • Plan and resource for a child/children with EAL, annotating research used to inform your understanding 	If teaching to only a small number of children physically in school, explore possibility of also offering differentiated activities to support remote learning.

6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> Engage with marking pupil work submitted online. Design creative processes for assessing pupil progress. Discuss assessment procedures and policies with class teacher/mentor and work in developing these in practice. Discuss pupil assessment plans for reopening of schools. Engage in remote moderation sessions with staff. Develop your own assessment techniques to monitor progress in a particular unit of work 	Optional assessment task is detailed in a PP available to the students on BB.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> Discuss behaviour management challenges of working remotely and discuss reward systems and their effectiveness with class teacher. Discuss the behaviour policy with the class teacher. Create a certificate/reward that could be given to a pupil each week. 	
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> Offer to run a virtual assembly. Craft an e mail or newsletter than can be sent to parents. Plan some optional enhancement opportunities to engage learners in practical activities at home. Communicating to parent/carer via EYFS online learning journal (if available). Participate in online parents' evenings. Complete a multimedia Ppt on an aspect of the curriculum, for example, phonics, for parents (this would also develop subject knowledge). Offer to create your own extra -curricular programme which plays to your strengths. 	<p>Could be an in-person assembly for a bubble in school.</p> <p>Online engagement followed by in- school club when open</p>
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	<ul style="list-style-type: none"> Observe online lessons delivered by a range of teachers. Offer to run a virtual assembly. Offer to run an online enrichment activity. 	