



**PGCE Secondary**

**Progression Booklet 2023-24**

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| Name | |
| Subject | |
| Subject Tutor | |
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| Placement 1 | Placement 2 |
| Subject Mentor | Subject Mentor |

**The UW Blueprint Toolkit: PHASE 1a (Sept- Oct half term)**

**Page 1**

**Page 1**

In the first few weeks (Phase 1a - Sept – Oct half term) trainees will be working with tutors, alliance leads and mentors on “practice-able” skills as a dress rehearsal for their phase 1 teaching. They develop essential routines and procedures and focus on lesson planning and personal target setting skills. We ask mentors to ‘**go granular**’ with focused SHARP target setting, ‘**plan, practice, follow-up and repeat**’ using ‘**regular and frequent feedback**’. During Intensive training and practice weeks (ITAPs) they will practice some of the skills shown in blue below.

After half term (Phase 1b – Oct half term – Christmas) trainees build on skills so that routines and procedures become embedded and they begin to use formative assessment to ‘**assess, plan, do and review**’.

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| **UW Phase 1a – Surviving/emerging – (modelled during September – rehearsed in the induction weeks)** | |
| **Teacher behaviours to be deliberately practiced using instructional coaching** | **Ensuring pupil progress** |
| **Develop basic essential routines and procedures**   1. **Basic routines and procedures**:    * Create and explicitly teach critical routines and procedures moment by moment (entry and exit, transitions, safety routines, planned whole class resets) modelling the types of courteous behaviour expected of pupils (BM7). Plan and practice how to introduce the routine for the first time. Explain what each routine means and what it looks like (BM1, BM3).    * Model the routine. Give manageable, specific, and sequential instructions (BM4).    * Use countdowns to work the clock (“do that in 3, 2, 1”) (HPL6).    * Rehearse sanctions for pupils that don’t follow the routine (including the use of expert colleagues as support) (BM5).    * Learn pupils’ names – use name tents, annotate a seating plan, use photographs (BM1).    * Reinforce and praise expected behaviours. (BM6)      + 1. **Strong voice:** (BM1, BM7)    * Stand and speak with purpose    * When giving instructions, stop moving and strike a formal pose    * Use formal register, including tone and word choice. | **Basic principles of individual lesson design:**   * **Build the foundation of an effective lesson rooted in what pupils need to learn asking**:   **Who am I teaching?** (BM2) (HPL2)  i.e., age, SEND, more able, PP, EAL using assessment data and prior learning.  **What am I teaching?** (HPL7) (SKP1) (SKP2)   * Precise lesson objectives, curriculum driven and using ‘zoom in, zoom out’ to show how it connects to other learning. Able to be accomplished in one lesson perhaps using the ‘Why’ first strategy as a hook. * Script a basic “I do”- that models the task as a core part of the lesson (embed new vocabulary and concrete to concept).   **How am I teaching?** (HPL4) (HPL6) (HPL10)   * Break lesson into no more than 4 chunks using scaffolded modelling, worked examples and/or live modelling.   **How will the learning be assessed?** (HPL3) (HPL8)   * Check in – I do, we do, you do/backward fading. * Plan a formative assessment task (brief final mini-assessment) linked to lesson objectives.   **How did my teaching create learning?** (HPL9)   * Reflection (weekly reviews). * **Internalise existing lesson plans:** (HPL6) * Make existing lesson plans your own * Internalise and rehearse key parts of the lesson, including the “I do” that models the task and all key instructions * Build time stamps into the lesson plan and follow them. * **SHARP target setting** (HPL9) * Target setting that is granular, practice-able, measurable – time related (**if you cannot do in a week, it is not granular enough**). |

**The UW Blueprint Toolkit: PHASE 1b- (Oct half term – Christmas)**

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| **UW Phase 1b – Surviving/emerging – (modelled during induction weeks – implemented after half term)** | |
| **Teacher behaviours to be deliberately practiced using instructional coaching** | **Ensuring pupil progress** |
| **Build and monitor routines**   1. **Giving clear instructions:** manageable, specific, and sequential instructions (BM3) (BM4).  * Use language economically by: giving clear, intentional consistent instructions with as few words as possible to prevent cognitive overload (e.g. 3-word directions). * Check pupils’ understanding of instructions before a task begins.  1. **Building on routines and procedures** Demonstrate consistency (BM1) (BM3) (BM4) (BM5) (BM6) (BM7)  * Revise routines that need more attention to detail or is inefficient, with particular emphasis of what pupils and teachers are doing at each moment. * Reinforce: have pupils do the routine again if not done satisfactorily the first time and respond consistently to pupil behaviour. * Know when to stop the ‘do it again’.  1. **Teacher radar:** Know when pupils are off task (BM1) (BM4) (BM5) (BM6) (BM7).  * Deliberately scan the room for off-task behaviour.   + Choose 3-4 ‘hot spots’ (places where you have pupils who often get off task) to scan constantly.   + Be seen looking: exaggerate by craning your neck to appear to be seeing all corners of the room.   + Circulate the room with purpose:   + Move among the desks and around the perimeter.   + Stand at the corners: identify three spots on the perimeter of the room to which you can circulate to stand and monitor pupil work.   + Move away from the pupil who is speaking to monitor the whole room.  1. **Whole-class reset** (BM3) (BM4) (BM5)  * Implement an “in-the moment reset” when a class veers off task during the lesson. Example: stop teaching, give a clear “what to do”, praise, pick up tone and energy. | **Plan opportunities for pupil independent practice**   1. **Formative assessment: Model effectively:** Set the bar for excellence (HPL1) (HPL5) (SKP1) (SKP2) (SKP3) (A2)  * Script out the ideal responses you want pupils to produce during independent practice (I do, we do) * Align independent practice to the upcoming interim assessment (you do)  1. **Independent practice:** Set up lesson routines that build opportunities for pupils to practice independently (HPL1) (HPL5) (SKP1) (A2)  * Practice independently first, talk second; give pupils tasks prior to the class activity (think, pair, share), so that every pupil acts independently before hearing their peer’s contribution. * Implement a purposeful lesson starter activity (e.g. ‘do it now’ or ‘bell work’) to either introduce the lesson objective or retrieve material from a previous lesson. * Implement and review a longer independent practice and/or a plenary task to see how many of the pupils have mastered the concept.  1. **Monitor rigorously:** Check pupils’ independent work to determine whether they are learning what you are teaching (HPL1) (HPL3) (HPL5) (SKP1) (A1) (A2) (A4).    * Create and implement a monitoring pathway    * Create a seating plan (if applicable) to monitor pupils most effectively.    * Monitor the fastest workers first, then the pupils who need more support.    * Monitoring pupil work during lessons.    * Check for misconceptions.    * Check answers against your exemplar.    * Track correct and incorrect answers to class questions.    * Live marking: Assess pupil work as you circulate    * Use a coding system to affirm correct answers.    * Cue pupils to revise answers, using minimum verbal feedback (name the error, ask them to fix it, tell them you’ll follow up). |

**Things you need to know:**

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.

The Department for Education has published the ITT Core Content Framework (for use in your teacher training) and the Early Career Framework (for the early years of your teaching career). These documents establish an entitlement to a 3 year (or more) structured package of support for new teachers.

The ITT Core Content Framework has been used to help design our curriculum (think of it as the PGCE syllabus but we have added more). The curriculum design is based on years of experience in training teachers, input from your mentors in school and is underpinned by the evidence of what makes great teachers. Our ITT curriculum is ambitious and goes beyond the minimum entitlement set out in the ITT Core Content Framework.

The ITT Core Content sets out two types of content – mirroring the Early Career Framework. Within each area, key evidence statements (‘Learn that…’) have been drawn from current high-quality evidence from the UK and overseas. These ‘Learn that…’ statements are deliberately the same as the ‘Learn that…’ statements in the Early Career Framework. You will see these statements referenced in all taught sessions.

In addition, the ITT Core Content Framework details practice statements (‘Learn how to…’) based on the practice statements in the ECF but altered so they are appropriate for teacher training. These ‘learn how to’ statements may be referred to in taught sessions. They are also woven into this progression document so that you can use them in partnership with your mentor to develop key skills. You will also have opportunities to work with, and learn from, expert colleagues as you apply your knowledge and understanding from taught sessions and reading into your classroom practice.

The booklet is organised into UW Curriculum Threads: behaviour management; how pupils learn; adaptive teaching; subject knowledge and pedagogy; assessment and professional behaviours. You will notice these themes as they spiral through your training where you will revisit key aspects in different phases of the course. You may also see a spiral called ‘equality, diversity and inclusion’ that is referenced against Part 2 of the Teachers’ Standards in this booklet.

The Teachers’ Standards are the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS) and they will be used for **summative assessment** at the end of the course. They are shown in the right-hand column of this booklet. The monitoring of your progress in this booklet uses the curriculum themes identified above as a progressive **formative assessment** tool. In phase one of the course the themes will be launched to support your **emerging** phase in the first few months of the course. The booklet will allow you to diagnose deficits and close gaps. As you move into phase 2 of your training (after Christmas) you will begin to work with expert colleagues to **consolidate** areas of strengths and identify areas for development. This will enable you to embed knowledge and use it fluently as you move into phase three where you will be encouraged to **renew** and flourish, going beyond the minimum requirements of the Teachers’ Standards.

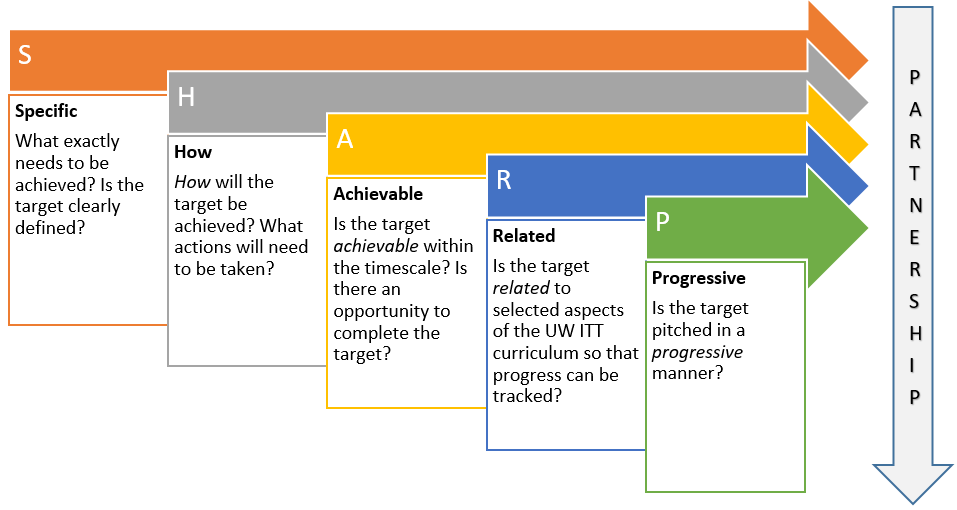
The Teachers’ Standards are used to assess all trainees to be recommended for qualified teacher status and will also be used to assess your performance as an Early Career Teacher which is the **maturity** phase of your training.

**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(s)) can be put into place to offer additional support.

The interim points are:

1. At interview
2. Using the ‘*Progression’* booklet which links to the first school report
3. **Phase 1 report** (December) – assessment is made against the curriculum threads
4. First progress review (December) (part of PSEC3000 – Meeting the Teachers’ Standards)
5. Using the ‘*Progression’* booklet that links to the second school report
6. **Phase 2 report** (Easter) - assessment is made against the curriculum threads
7. Second progress review (Easter) (part of PSEC3000 – Meeting the Teachers’ Standards)
8. Using the *‘Progression’* booklet
9. **Phase 3 Final report** (June) - assessment is made against the curriculum threads and the Teachers’ Standards
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 at the end of the course. Standards are presented in this booklet in the right-hand column as separate headings, each of which is accompanied by several bullet points. The bullets points are an integral part of the Standards, designed to illustrate the scope of each heading. They should not be interpreted as separate stand-alone standards, but used by you, mentors, and tutors to assess progress towards each Standard. All judgements are made through the lens of the progress pupils make in the sense of knowing more, remembering more and being able to do more.

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. A reminder of the SHARP target setting methodology is shown here. See Blackboard or the [Partnership website](https://www.worc.ac.uk/about/academic-schools/school-of-education/school-partnerships/secondary-partnership/documentation.aspx) for more information. 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.

You are in Placement 1. Let’s say you would like to practice planning a task. After discussion with your mentor, you decide to plan a retrieval practice type task with the Year 7 set 1 group you will be ‘solo’ teaching. You observe your mentor using a retrieval practice task in two lessons and you take notes about the structure of the task and how it was managed. You also review university sessions on How Pupils Learn and a subject session in which different task types were discussed. You discuss the expected prior knowledge of the students with your mentor and discuss any potential misconceptions. You are progressing towards ‘emerging’ in **Subject Knowledge and Pedagogy** and **How Pupils Learn**.

TARGET: Plan a retrieval practice task with Year 7 set 1 for week beginning 1st November which is focused on helping students remember how to find the area of a rectangle.

STRATEGIES: Choose one of the two retrieval practice task types observed. Identify the key knowledge and understanding that students need to ‘bring to mind’. Share planning in advance with mentor A. Make any suggested adjustments. Consider how the task will be managed and how the mentor will provide support. Write a short plan identifying what will be done and what the likely response from the pupils will be. Teach the phase of the lesson, write an evaluation and discuss at the weekly review meeting. Identify further opportunity to practice planning and teaching this phase of a lesson.

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| **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  |  | **Characteristics for trainees in this stage of their career** | | **By the end of the course can…** |
| **Emerging** | **Confident** | **Good** | **High performing** |
| With support design homework activities. |  | 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. | Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |

**Using the booklet for progress reviews (December, Easter 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 transition plans on PebblePad. Before the first report highlight the text in **bold** (or dotted underline it 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 for the summative report in June. The interrelationship of the curriculum areas means that weaknesses in any area 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

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| **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  |  | **Characteristics for trainees in this stage of their career** | | **By the end of the course can…** |
| **Emerging** | **Confident** | **Good** | **High performing** |
| **With support design homework activities.** | Set regular, meaningful homework in line with school and department policies. | 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.  At Easter underline to show ‘where you are at now’ based on evidence and feedback from observations and weekly reviews | 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. | Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  In June highlight ‘where you are at now’ based on evidence and feedback from observations and weekly reviews. In your final report your mentor will confirm that you have met the Teachers’ Standards |

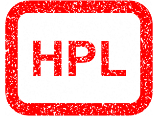
**Behaviour Management – Manage Behaviour Effectively – Set High Expectations**

**Leading to Teachers’ Standard 1 – Set high expectations which inspire, motivate and challenge pupils**

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|  | **FORMATIVE ASSESSMENTS** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | **Good** | **High Performing** |
| **BM1** | Begin to encourage learners to participate and contribute. Recognise how teachers create appropriate working environments.  With support maintain a safe learning environment. | With support, confidently use strategies that encourage learners to participate and contribute in lessons.  Use routines to maintain a safe learning environment. | *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. 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. | TS1a Establish a safe and stimulating environment for pupils, rooted in mutual respect. |
| **BM2** | Start to recognise that different classes and students may require different approaches to lesson planning and goal setting. | Provide opportunities for students to work independently, make mistakes and learn from them.  Demonstrate how elements of the lesson have been tailored to meet the needs of the specific class. | *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. | TS1b Set goalsthat stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| **BM3** | Begin to develop positive attitudes, values, and behaviour. Support and enthusiasm for the school ethos and working with learners are at an early stage. | Model positive attitudes, values, and behaviours.  Shadow and support colleagues in activities that engage parents and carers in the education of their children. | *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). | TS1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

**Leading to Teachers’ Standard 7 – Manage behaviour effectively to ensure a good and safe learning environment.**

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|  | **FORMATIVE ASSESSMENTS** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | **Good** | **High Performing** |
| **BM4** | Explain the school’s behaviour policy and begin to apply the rules and routines therein. Be aware of the responsibility for promoting good and courteous behaviour in the classroom. | Apply the school’s behaviour policy and make explicit use of routines and rewards in the classroom.  Begin to pre-empt and use strategies for when low-level disruption may occur. | *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. | TS7a 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. |
| **BM5** | Begin to manage classes appropriately regarding expectations of behaviour. Begin to use praise, sanctions, and rewards to minimise disruption. | Confidently communicate high expectations for learners. Use praise, rewards, and sanctions in line with school and department policies with support. | 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 that 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. | TS7b Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly. |
| **BM6** | With support, engage pupils and manage small groups. Involve and motivate some individual learners. | With support, confidently give clear instructions for whole classroom directions.  Follow school policies for ensuring a consistent approach to uniform and presentation of work. | *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.* | TS7c Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. |
| **BM7** | Begin to develop positive relationships with pupils and exert authority. | Demonstrate positive relationships and, with support, respond quickly to any behaviour or bullying that threatens emotional safety. | *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. | TS7d Is able to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |

**How Pupils Learn – Classroom Practice**

**Leading to Teachers’ Standard 2 – Promote good progress and outcomes by pupils**

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|  | **FORMATIVE ASSESSMENTS** | | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | | **Good** | **High Performing** |
| **HPL1** | Begin to understand teachers’ accountability for pupils’ attainment, progress and outcomes. | Make regular use of assessment approaches to garner learner confidence in the taught content and/or skills. | *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/groups of learners with the aim to further the progress of 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. | TS2a Be accountable for pupils’ attainment, progress and outcomes. |
| **HPL2** | Begin to take account of prior achievement when planning and/or teaching. | Take account of prior achievement when planning and/or teaching. | *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.*  *Use assessments to check for prior knowledge and pre-existing misconceptions.*  *Independently plan for misconceptions.* | TS2b Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. |
| **HPL3** | Begin to provide tentative opportunities for learners to reflect on their learning. | Provide learners with opportunities to reflect on their learning. | 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. | TS2c Guide pupils to reflect on the progress they have made and their emerging needs. |
| **HPL4** | Begin to demonstrate an awareness of how pupils learn using a basic range of teaching strategies and interventions. | Show an understanding of how learners learn by using a range of teaching and learning strategies appropriately. With support, break complex material into smaller steps. | *Work with mentors/expert colleagues to reduce overload on working memory by reducing distractions on the working memory. Take 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.* | | *Observe and deconstruct how expert colleagues plan regular review and practice of key ideas and concepts over time and deconstruct this approach.*  *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.* | TS2d Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
| **HPL5** | Plan for teaching and learning providing some opportunities for independent learning. | Regularly provide opportunities that require independent learning. | 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.* | TS2e Encourage pupils to take a responsible and conscientious attitude to their own work and study. |

**Leading to Teachers’ Standard 4 – Plan and teach well-structured lessons**

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|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can….** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |  |
| **HPL6** | Begin to structure lessons that contribute towards supporting learning. Show awareness that the pace of the lesson needs to be effective. | Structure lessons that support learning. Working closely with mentors, begin planning lessons that:   * Considers prior learning. * Break tasks down into appropriate chunks. * Considers the necessary foundational content knowledge. * Providing opportunities for pupils to consolidate and practise applying new knowledge and skills. * Include a range of types of questions in class discussions. * Make 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.* For example, *interleaving concrete and abstract examples, then slowly removing the concrete example to discuss the underlying structure of problems and deconstructing them.*  *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.* | TS4a Impart knowledge and develop understanding through effective use of lesson time. |
| **HPL7** | Motivate learners in some parts of the lesson. | With the support of the mentor/expert colleague, use teaching strategies and material that engages learners. | 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.  *Promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high quality texts to students* | TS4b Promote a love of learning and children’s intellectual curiosity**.** |
| **HPL8** | With support design homework activities. | Set regular, meaningful homework in line with school and department policies. | 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. | TS4c Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| **HPL9** | Begin to evaluate and reflect on own teaching. | Objectively review and evaluate own teaching, setting appropriate SHARP targets in weekly reviews. | 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. | TS4d Reflect systematically on the effectiveness of lessons and approaches to teaching. |
| **HPL10** | Where appropriate, with mentors/expert colleagues, contribute tentatively to curriculum planning. | Where appropriate, make positive contributions to curriculum planning. | 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. | TS4e Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

**Adaptive Teaching**

**Leading to Teachers’ Standard 5 – Adapt teaching to respond to the strengths and needs of all**

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| --- | --- | --- | --- | --- | --- |
|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |  |
| **AT1** | Begin to recognise the needs of different learners. | Recognise the needs of different learners and, with the support of mentors/expert colleagues, plan lessons that meet their needs | *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).*  *Take opportunities for building in additional practice or removing unnecessary expositions* | Consistently teach lessons to accurately match individual needs- *deconstructing approaches* 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.* | TS5a Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| **AT2** | Begin to recognise some potential barriers to learning and suggest some strategies to overcome them. | With the support of mentors/ expert colleagues, incorporate strategies to overcome barriers to learning for groups of pupils within the class. | Use a variety of strategies *to challenge and motivate learners* *where attainment is low*.  *For example, discuss and analyse with mentors/expert colleagues how to:*  *Balance input of new content so that pupils master important concepts and experience success. Work with mentors to group pupils effectively and understand how and why the placement school changes groups regularly, if any groups based on attainment are subject specific - avoiding the perception that groups are fixed*. | Consistently use strategies to overcome barriers to learning for all learners having a clear rationale for grouping. *Understand the cause of low achievement; challenge and motivate learners where attainment is low; and use effective strategies to support underperforming groups.* | TS5b Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. |
| **AT3** | 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. | Show an understanding of the physical, social and intellectual development of pupils, and adapt teaching to support 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* including *sharing the learning outcomes ahead of lessons*. | Use creative approaches in response to the different physical, social and intellectual needs of learners *applying high expectations to all groups t*o *ensure all pupil access a rich curriculum*. Employ a range of distinctive and age-appropriate approaches to support pupils with differing educational needs. | TS5c 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. |
| **AT4** | Show a basic awareness of the needs of pupils and be able to identify some teaching approaches. | Have an understanding of pupils’ needs and make use of some approaches to support particular needs including those with English as an additional language, those with disabilities and high ability pupils. | *With mentors/expert colleagues:*   * *–*Plan specific adaptive teaching based on informed knowledge of pupils’ needs. *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). * *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).* | TS5d 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. |

**Subject Knowledge and Pedagogy**

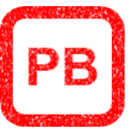
**Leading to Teachers’ Standard 3 – Demonstrate good subject and curriculum knowledge**

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| --- | --- | --- | --- | --- | --- |
|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |
| **SKP1** | With support, apply subject and curriculum knowledge to plan lessons. Begin to demonstrate sufficient subject knowledge to be aware of potential misunderstandings. | Confidently apply subject and curriculum knowledge to planning lessons. Demonstrate sufficient subject knowledge to pre-empt misunderstandings and misconceptions. | *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.*  *Ensure that pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.* | TS3a Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. |
| **SKP2** | Recognise the need to clarify and update subject knowledge and subject-specific pedagogy. | Regularly engage in activities to clarify and update subject knowledge and subject-specific pedagogy e.g. wider reading, podcasts, networking, workshops/conferences. | *Work with mentors/ expert colleagues to select resources (e.g., textbooks and online 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*.  *Draw explicit links between new content and the core concepts and principles in your subject.* | TS3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. |
| **SKP3** | Recognise the need to develop pupils’ reading, writing and communication skills. | With the support of mentors/expert colleagues, plan opportunities for pupils to develop their reading, writing and communication skills. | 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).* | TS3c 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. |
| **SKP4** | Recognise the need to develop an understanding of early reading. | Identify pupils who are ‘early readers’ and incorporate literacy strategies into lessons. | 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. | TS3d If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. |
| **SKP5** | Recognise the need to develop pupils’ mathematics skills. | Incorporate opportunities for pupils to develop their mathematical skills, when appropriate. | 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. | TS3e If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

**Assessment**

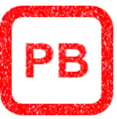
**Leading to Teachers’ Standard 6 – Make accurate and productive use of assessment**

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|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can….** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |
| **A1** | With support, begin to assess pupils’ attainment against national benchmarks. | With support, plan and use formative assessment opportunities, assessing pupils’ attainment against national benchmarks. | *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).* | TS6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| **A2** | Begin to use a basic range of formative and summative assessment strategies that indicate a learner has made progress when planning. | Use a range of formative and summative assessment strategies that indicate a learner has made progress when planning. | *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 and *consider the impact of social factors on student responses to feedback e.g., the message in the feedback* | TS6b Make use of formative and summative assessment to secure pupils’ progress |
| **A3** | Plan lessons 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. | With the support of mentors/expert colleagues confidently plan lessons that utilise pupil data to set appropriately challenging targets. | *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 outcomes.*  Monitor and assess learners’ achievement in line with the school policy. | Systematically use relevant data to set challenging and differentiated targets. *Draw conclusions about what students have learned by looking at patterns of performance over a number of assessments.*  *Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.* | TS6c Use relevant data to monitor progress, set targets, and plan subsequent lessons. |
| **A4** | With support begin to monitor learners’ progress and assess their achievement. | With support, confidently use a range of assessment strategies where feedback for pupils is specific and helpful. | *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. | TS6d Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |

**Professional Behaviours**

**Leading to Teachers’ Standard 8 – Fulfil wider professional responsibilities**

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|  | **Formative Assessment** | | | | | **Summative** |
|  | **Characteristics for trainees in this stage of their career** | | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | | **High performing** |  |
| **PB1** | Begin to understand the school ethos. With prompts contribute to the wider life of the school. | Understand the school ethos.  Make contributions to the wider life of the school e.g., supporting pastoral duties | Develop as a professional, by:  *Working with mentors to engage in professional development with clear intentions for impact on pupil outcomes* | | *Contributing positively (over a sustained period of time) to the wider school culture developing a feeling of shared responsibility for improving the lives of all pupils within the school.* | TS8a Make a positive contribution to the wider life and ethos of the school. |
| **PB2** | Begin to build professional relationships with colleagues using basic skills in working collaboratively, recognising the need to seek advice. | Work with mentors/expert colleagues effectively. Begin seeking advice to extend subject and pedagogic knowledge as part of the lesson preparation process. | *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.*  *Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.* | | *Build effective working relationships by working as part of a team* *discussing how experienced colleagues support individuals*  *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.* | TS8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. |
| **PB3** | Begin to communicate with support staff. | Confidently communicate with a range of staff so that lessons run smoothly. | 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.* | | *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.* | TS8c Deploy support staff effectively. |
| **PB4** | With support identify basic developmental targets on PebblePad. Respond to advice from mentors/expert colleagues. | With support, collaboratively identify detailed SHARP (subject-specific where appropriate) targets and suggest strategies to address these using the Progression booklet. Routinely record and review targets during weekly reviews on PebblePad. Respond positively and proactively to advice from mentors/expert colleagues.  *Begin to develop systems for time and task management.* | | Take ownership for personal development using the Progression booklet to track progress. *With mentors/expert colleagues reflect on progress made, recognising strengths and weaknesses and identify next steps for further improvement using SHARP* (subject specific where appropriate) *measurable targets.*  Use weekly reviews to evaluate professional practice *- responding positively and proactively to advice/feedback from colleagues.*  *Extend subject and pedagogical knowledge as part of the lesson planning process and track this on the subject knowledge audit on PebblePad.*  *Understand duties relating to part 2 of the Teachers’ Standards.*  *With the support of mentors manage personal workload and wellbeing.* | *Seek challenge, feedback and critique from mentors and other colleagues* in weekly reviews to identify challenging/SHARP (subject specific where appropriate) targets; meticulously use the Progression booklet and 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.*  *Personalise systems and*  *routines to support efficient time and task management and deconstruct this approach.* | TS8d Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |
| **PB5** | With support and guidance, communicate with parents/carers about learners’ achievement and/or well-being. | Work with mentors/expert colleagues, to assume some responsibility for communicating effectively with parents and carers in relation to pupils’ achievements and well-being. | | Work with mentors/expert colleagues, to assume 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. | *Independently 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* *and deconstruct this approach* | TS8e Communicate effectively with parents with regard to pupils’ achievements and well-being. |

**Part 2**

|  |  |  |
| --- | --- | --- |
| **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. For the phase 1 report (December), phase 2 report (Easter) and phase 3 (June) reports use performance assessments on a cumulative template based on the ITTE curriculum. For phase 3 trainees are also assessed against the Teachers’ Standards (see right hand columns on the grids). It is acceptable for progress to be ‘emerging’ in phase 1. If performance is ‘not on target’, meaning that your performance is yet to be judged as ‘emerging’, you will be given additional support. Trainees that are ‘not on target’ will be given a targeted support plan. An ‘emerging’ grade at the end of phase 2 (Easter) 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 phases 2 and 3 (spring/summer). Part 2 of the standards ‘Personal and Professional Conduct’ are assessed ‘**pass**’ or ‘**fail**’ at all points in the course.

**Phase 1 Report (Formative Assessment Point 1) - December**

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. The reports are a mirror of the Progression booklet and give a ‘snapshot’ of your progress against the curriculum threads at the given point. We ask that these reports are **detailed** and 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 ‘confident’ for the phase 1 report.

## Phase 2 Report (Formative Assessment Point 2) - Easter

The second phase report builds upon the comments written by mentors from your phase 1 (autumn) placement. It is possible for the same text to be **bold** and underlined if you have not been able to make progress in a curriculum thread. As previously, it is important that you and those involved in your training, have a clear picture of what has been achieved so far. 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 threads in phase 2 this indicates that you are not yet meeting the minimum expected competency so will negotiate a targeted support plan with your subject tutor/mentor and will meet with the Course Leader. A trainee graded at ‘confident’ will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

## Phase 3 Final Report (Summative Assessment Point) – June (or the end of the course)

This report should reflect achievement at the end of the course and is assessed against the curriculum threads leading to a decision about the end point assessment - Teachers’ Standards (as shown in the right-hand columns of this booklet). This should include evidence gathered from observations, weekly reviews and from the periodic reviewing of this ‘Progression’ booklet. Again, the outcomes are **holistic best fit professional judgements** made by mentors and moderated by university tutors, external examiners and course moderators. It is also important to indicate the areas for development and targets that should be taken forward as you enter the Early Career Teacher phase of your development. To pass the course and be recommended for QTS you must meet all sections of the Teachers’ Standards at the end of the course.

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 expert 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