

Teachers' Standards DfE 2013:

Guidance on the use of the Warwick Assessment Descriptors (Updated September 2015)

The statements in the DfE Teachers' Standards set out the expectations for Qualified Teacher Status (QTS) for all teachers, however these Standards must be interpreted according to '**role and context**' (DfE, 2013, p.3). The Warwick Assessment Descriptors set out what can be expected according to the **role and context of a trainee teacher** at the point of achieving QTS. In order to achieve continued improvement in the quality of teaching, the target is to achieve good (grade 2) or outstanding (grade 1) outcomes by the end of ITT.

Whilst the published Teachers' Standards are not graded, for the purposes of accurate assessment and in the context of the inspection of ITE, providers are required to grade trainees. The additional statements provided here in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees deemed to be good (grade 2), or of those who achieve the standards at an outstanding level (grade 1). Good and outstanding achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor **provides the best fit** and **will take into account the setting and context of the school experiences** in which the training has taken place.

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

This document is intended to be used **formatively** throughout each placement by mentors and link tutors in discussion with trainees. As well as deciding which statement (from grades 'WT' to 1) best describe a trainee's performance across each strand and standard at that point in time, the discussion should also identify 'next steps' so that the trainee's progress is maximised. To support this process, each facing page contains 'learning questions' and lists possible sources of evidence to support this formative discussion.

The document will also support decision-making about **summative** grades at the interim and final stage of each placement.

THESE ASSESSMENT DESCRIPTORS ARE REGULARLY REVISED IN CONSULTATION WITH THE WARWICK PARTNERSHIP. THE LATEST REVISION REFLECTS RESPONSES TO THE OFSTED INSPECTION OF THE WARWICK PARTNERSHIP IN 2015 AND THE NEW OFSTED SCHOOL INSPECTION FRAMEWORK (2015).

PARTNERSHIP COLLEAGUES ARE THANKED FOR THEIR VALUABLE FEEDBACK AND CONTRIBUTIONS

PREAMBLE

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p>For example.... How do you:</p> <ul style="list-style-type: none"> • show your commitment to your pupils and teaching? • show that you are accountable for achieving high standards in your own work and conduct? • respond to guidance from your class teacher and/or mentor • feel that you have been able to respond to previous targets? • set out to establish respectful relationships with colleagues and parents? 	<p>Trainee's conduct :</p> <ul style="list-style-type: none"> - they are keen to respond to guidance and feedback and accept responsibility for making changes to their own practice - they plan, prepare and teach to the best of their ability, and to a generally consistent standard; - they are well prepared for lessons including researching relevant subject knowledge - they make an effort to build positive relationships with colleagues and parents <p>Lesson plans: with annotated evaluations/changes/assessments. Lesson evaluations: with honest reflections Mentor meetings logs: completed by trainee and showing a response to previous targets Lesson observations: which note good subject knowledge and organisation.</p>

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p>For example.... How do you:</p> <ul style="list-style-type: none"> - understand and practise the professional duties and responsibilities set out in the statutory frameworks within which teachers must work? - conduct yourself in an appropriately professional manner in the school/setting? - ensure that you arrive in the school and/or classroom in good time to prepare? - demonstrate your commitment to caring for/safeguarding all learners in order to realise their potential? - demonstrate your commitment to respect and tolerance for those pupils with different backgrounds, faiths and beliefs? - show your commitment to implementing the policies and practices of the school/setting? - demonstrate the positive values and behaviour expected from staff and pupils in the school/setting? - ensure your personal beliefs are communicated appropriately to pupils? - challenge inappropriate behaviour/comments that may take place in other parts of the school building/grounds? 	<p>Trainee's conduct:</p> <ul style="list-style-type: none"> • is respectful of pupils, colleagues and the school/setting • is punctual and well-presented • is professional at all times, in all situations, with all stakeholders • challenges inappropriate behaviour/comments: bullying, sexist, racist, homophobic <p>Mentor Meeting Logs which :</p> <ul style="list-style-type: none"> • identify appropriate professional behaviour outlined above <p>Discussion with the trainee which shows awareness of:</p> <ul style="list-style-type: none"> • commitment to demonstrating respect and tolerance for those pupils with different backgrounds, faiths and beliefs • knowledge of and commitment to implement the workplace policies and practices of the school/setting

PREAMBLE	
Teachers' Standards DfE 2013	The trainee meeting 'The Preamble' of the Teachers' Standards, demonstrates these characteristics:
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <p>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.</p>	<ul style="list-style-type: none"> - always strives to be the best teacher that they can be, prioritising the needs of their pupils; - is accountable to the school, parents, children and the university for achieving the highest possible standards in work and conduct; - works with parents in the best interests of their pupils (as appropriate to the phase/stage of training) - acts with honesty and integrity; - takes responsibility for their own professional development (with support as appropriate in the context of training) - critically reflecting upon and evaluating their own professional practice' - ensuring strong subject knowledge, - striving to develop their teaching skills/knowledge; - forges positive professional working relationships with colleagues.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	
<p>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.</p>	The trainee meeting 'Part Two' of the Teachers' Standards, demonstrates these characteristics:
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> - is respectful at all times with and about pupils, colleagues and parents - is well-presented in line with practices of the school/setting - at all times maintains proper boundaries appropriate to a teacher's professional position - at all times follows the school's/setting's safeguarding policy - consistently demonstrates the positive attitudes, values and behaviour they expect of learners; - promotes clear messages about the impact of bullying and prejudiced behaviour on pupils well-being; - will challenge stereotypes and the use of derogatory language. - can recognise equal opportunities and diversity <i>e.g. in their teaching and resources</i> - is aware of and supports/implements the school's/setting's approach to promoting SMSC development in pupils in order to address "British values" and prepare pupils for life in modern Britain. - personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - Is aware of, and implements all school policies; - maintains high standards in their own attendance, informs the school and university of unavoidable/authorised absence in good time and passes on any planning information as appropriate; and - maintains high standards in their own punctuality, arrives at school in good time to be well-prepared for the school day, and is available in school as appropriate to fulfil the wider professional role as can be reasonably expected of a trainee teacher;
<ul style="list-style-type: none"> • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> - understands and always act within, the statutory frameworks which set out their professional duties and responsibilities.

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example.... How do you:</i></p> <ul style="list-style-type: none"> • <i>show your awareness of the school health and safety policy? How is this reflected in your planning?</i> • <i>use the classroom environment to support your learners?</i> • <i>motivate or enthuse pupils?</i> • <i>ensure tasks are relevant and engaging?</i> • <i>set meaningful and challenging targets for pupils?</i> • <i>act as a positive role model in class and in the wider school?</i> • <i>encourage all pupils to participate fully in their learning?</i> • <i>create relationships with pupils based on mutual respect?</i> 	<p>Lesson observations which note:</p> <ul style="list-style-type: none"> – <i>Challenging objectives</i> – <i>appropriate actions to minimise health and safety risks;</i> – <i>appropriate behavioural expectations clearly set</i> – <i>enthusiasm.</i> – <i>Trainee challenges inappropriate behaviour/comments (sexist, racist, homophobic etc.)</i> <p>Lesson plans: <i>where appropriate including risk assessment.</i></p> <p>Resources: <i>planned to engage and stimulate</i></p> <p>Activities: <i>relevant to pupil experience</i></p> <p>Lesson evaluations: <i>reflecting on : Learning environment, classroom management strategies, differentiation</i></p> <p>Assessment records <i>which show evidence of progress over time for individual pupils.</i></p> <p>Professional development programme <i>(SENCO, EAL, TAs etc)</i></p>

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least expected progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect 	<p>is developing the ability to create a stimulating environment for learning;</p> <p><i>e.g. use of positive language and behaviour strategies; learning behaviours recognised/promoted; mistakes/misconceptions recognised as an opportunity to learn; recognises the importance of 'effort'; promotes use of displays, working walls, use of space and accessible well-organised resources etc.</i></p>	can create a stimulating environment for learning.	generally creates a stimulating environment for learning.	consistently creates a stimulating environment for learning.
	<p>is developing the ability to manage the learning environment and to ensure the emotional and physical safety of learners; is developing the ability to use resources and teaching strategies which reflect, respect and value the diversity of pupils' experiences.</p>	can manage the learning environment to ensure the emotional/physical safety of learners; can use resources and teaching strategies which reflect, respect and value the diversity of pupils' experiences.	consistently manages the learning environment to ensure the emotional/physical safety of learners; consistently uses resources and teaching strategies which reflect, respect and value the diversity of pupils' experiences.	is pro-active in managing the learning environment to ensure the emotional/physical safety of learners; proactively uses resources and teaching strategies which reflect, respect and value the diversity of pupils' experiences.
	<p>is developing mutually respectful relationships between themselves and pupils.</p>	has developed mutually respectful relationships between themselves and pupils.	has a developing rapport with learners	Has established a rapport with learners
<ul style="list-style-type: none"> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 	<p>understands the need to set appropriately challenging expectations for all pupils; is developing the willingness to believe that all learners have the potential to make progress.</p>	can set appropriately challenging expectations for all pupils, believing that all learners have the potential to make progress.	generally sets appropriately challenging expectations for all pupils, encouraging all learners to believe have the potential to make progress.	consistently sets appropriately challenging expectations for all pupils, supports all learners to believe they have the potential to make progress and is determined that all pupils achieve well.
<ul style="list-style-type: none"> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	can demonstrate the positive attitudes, values and behaviour they expect of learners, but this may not always be consistent and is developing the confidence to challenge stereotypes and the use of derogatory language	in their classroom: consistently demonstrates the positive attitudes, values and behaviour they expect of learners; promotes clear messages about the impact of bullying and prejudiced behaviour on pupils well-being; and will challenge stereotypes/the use of derogatory language.	in class and around the wider school: consistently demonstrates the positive attitudes, values and behaviour they expect of learners; promotes clear messages about the impact of bullying and prejudiced behaviour on pupils well-being; and will challenge stereotypes/the use of derogatory language.	in class and around the wider school: is proactive in consistently demonstrating the positive attitudes, values and behaviour they expect of learners; promoting clear messages about the impact of bullying and prejudiced behaviour on pupils well-being; and in challenging stereotypes/the use of derogatory language.
	<i>E.g. They demonstrate: enthusiasm for working with children and young people and for teaching and learning; respectful language, courtesy and good manners.</i>			As for previous grades and in addition, explicitly models or teaches appropriate behaviours, actions, responses.

2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>In what ways are teachers accountable for pupils' attainment and progress?</i></p> <p><i>In what ways can a teacher make an impact on pupils' attainment and progress?</i></p> <p><i>How do you use age-related expectations for pupil achievement and progress in your planning?</i></p> <p><i>How might you evaluate the impact that you are having on pupils' learning within your lessons?</i></p> <p><i>How might you evaluate the impact that you are having on the learning of groups of pupils within your lessons?</i></p> <p><i>How might you evaluate the impact that you are having on pupils' learning over time?</i></p> <p><i>How might you evaluate the impact that you are having on the learning of groups of pupils over time?</i></p> <p><i>Can you explain the impact you have had on pupils' achievements on this placement?</i></p> <p><i>What information do you need in order to be able to plan for progression?</i></p> <p><i>How do you sequence activities to secure this?</i></p> <p><i>Can you explain how you have planned for progression?</i></p> <p><i>How do you use assessment information to move pupils' learning forward?</i></p> <p><i>How are particular learning objectives set? How are they linked to prior learning?</i></p> <p><i>How do you evaluate whether pupils have met the learning objective?</i></p> <p><i>How do you guide learners to reflect on their own progress?</i></p> <p><i>What learning theories are you aware of?</i></p> <p><i>How are these learning theories applied in the classroom?</i></p> <p><i>What strategies have you used to scaffold learning effectively?</i></p> <p><i>With reference to learning theories, why have you selected a particular teaching/learning approach or strategy, and how has this promoted learning?</i></p>	<p>Discussion with the trainee which shows an understanding of:</p> <ul style="list-style-type: none"> - how teachers and schools are accountable for pupil progress - age-related expectations of achievement and progress - an awareness of the impact they have upon pupil progress - an awareness of the effect of different learning approaches and strategies, in relation to learning theories, and their fitness for purpose <p>Planning which shows:</p> <ul style="list-style-type: none"> - Annotations which reflect the use of assessment data to inform/change subsequent lessons; - An awareness of prior learning - clear development of ideas across a lesson and from one lesson to the next <p>Lesson evaluations showing:</p> <ul style="list-style-type: none"> - Identification of pupils' progress against learning objectives - Reflection upon pupils' progress and the trainee's impact upon this; - Reflection upon pupils' progress and implications identified for the next lesson <p>Lesson observations which note:</p> <ul style="list-style-type: none"> - Links with prior learning/next steps identified - clear introduction to and development of ideas; - that children have learned and made progress within a lesson <p>Assessment and Record-Keeping</p> <ul style="list-style-type: none"> - effective feedback/observations/marking which demonstrates pupils' progress over time e.g. over a series of lessons - records of pupils' progress/achievements - regular reviewing of pupils' targets to inform future planning - evidence of effective feedback

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
	. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	The trainee achieving the standards at a 'good' level demonstrates these characteristics:	The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
<ul style="list-style-type: none"> be accountable for attainment, progress and outcomes of the pupils 	understands how teachers are accountable for the attainment, progress and outcomes of pupils			
	needs support to recognise how their practice impacts upon pupil progress and outcomes.	is aware of the impact that they have on pupils' attainment, progress and outcomes, and accepts responsibility for this.	gives examples of the impact that they have on pupils' attainment, progress and outcomes, and accept responsibility for this.	gives a variety of examples of the impact that they have on pupils' attainment, progress and outcomes, and accept responsibility for this.
	Even with support, the trainee has a very limited impact on pupil progress.	With appropriate support, contributes over time to some groups of pupils making expected progress.	With appropriate support, contributes over time to groups of pupils making expected progress.	With appropriate support, contributes over time to groups of pupils making at least good progress.
<ul style="list-style-type: none"> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 	requires support to ensure that short and medium term planning and teaching demonstrates an understanding of, and provision for, pupil progression that builds on learners' capabilities, interests and prior knowledge.	Some support is still required to ensure that short and medium term planning and teaching demonstrate an understanding of, and provision for, pupil progression that builds on learners' capabilities, and prior knowledge.	can explain how their short and medium term planning and teaching demonstrate provision for pupil progression across a sequence of lessons that builds on learners' capabilities, and prior knowledge.	can explain, across a range of lessons/subjects , how their short and medium term planning and teaching clearly identifies provision for pupil progression across a sequence of lessons that builds on learners' capabilities, and prior knowledge.
<ul style="list-style-type: none"> guide pupils to reflect on the progress they have made and their emerging needs 	with support is developing the ability to incorporate into lessons opportunities for learners to evaluate their achievement	Can incorporate into lessons, opportunities for learners to evaluate their achievement <i>e.g. incorporate opportunities for self and peer assessment against learning objectives/success criteria.</i>	Can incorporate into lessons opportunities for learners to evaluate their achievement which therefore improves their performance.	Regularly incorporate into lessons opportunities for learners to evaluate their achievement which therefore improves their performance.
	with support, is developing the ability to guide pupils in reflecting on their learning and identifying their progress and emerging learning needs	with guidance from experienced teachers, can review progress and guide pupils in reflecting on their learning; identifying their progress and emerging learning needs. <i>E.g. knows children's personal targets; can help the child to review targets and next step.</i>	Understands school's system of personal target-setting and implements this system in their teaching	Understands school's system of target-setting and can give examples of how they have implemented this system in their teaching with a positive impact on learning
<ul style="list-style-type: none"> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 	can engage in a mentor-led discussion about how effective teaching and learning strategies are informed by an understanding of how pupils learn	is able to explain how effective teaching and learning strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice.		
<ul style="list-style-type: none"> encourage pupils to take a responsible and conscientious attitude to their own work and study. 	with support , is developing the ability to manage teaching and learning activities which encourage pupils to work with positive attitudes and develop positive learning behaviours.	encourages pupils to work with positive attitudes and develop positive learning behaviours.	consistently expects and supports pupils to work with positive attitudes and develop positive learning behaviours.	Is proactive in implementing strategies which support pupils to work with positive attitudes and develop positive learning behaviours.
	<i>e.g. supporting pupils to: develop resilience/learn from mistakes; be keen to find out more; be willing to deepen and consolidate knowledge; be willing to improve their work; develop confidence; work independently (via accessible resources, working walls, helpsheets, writing frames etc.)</i>			

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>What steps do you take to ensure that your subject knowledge is secure? Why is it important to have secure subject knowledge? How do you use the relevant frameworks/curricula when planning?</i></p> <p><i>How do you select appropriate activities/approaches for teaching? In what ways is your pedagogy /practice related to the phase in which you are teaching? How do you help pupils to understand the relevance and value of what they are learning? How do you encourage pupils to engage critically with their learning of the subject? How does this foster appreciation of the subject?</i></p> <p><i>How do you identify opportunities, or capitalise upon opportunities to promote high standards in literacy, articulacy and standard English? How do you adapt your language and expectations to meet the needs of all learners?</i></p> <p><i>How do you use appropriate vocabulary for developing mathematic understanding?</i></p> <p>Phonics specific questions: <i>How do you:</i></p> <ul style="list-style-type: none"> - <i>understand and systematically plan for progress in SSP?</i> - <i>explain the role of phonics in the teaching of reading?</i> - <i>articulate phonemes accurately?</i> - <i>make links between discrete phonics and language use in other subjects?</i> 	<p>Discussion with the trainee which shows:</p> <ul style="list-style-type: none"> - <i>A willingness to undertake the necessary research to ensure sound subject knowledge</i> - <i>An understanding of the relevant curricula/frameworks for planning</i> <p>Planning which:</p> <ul style="list-style-type: none"> - <i>demonstrates a sufficiently secure grasp of the concepts, ideas and principles to be taught</i> - <i>reference to the relevant school curriculum for the age range taught</i> - <i>Identification of potential misconceptions and misunderstandings</i> - <i>Identifies the value/relevance of what is to be learned</i> - <i>identification of opportunities to reinforce literacy, articulacy and standard English across the curriculum</i> <p>Lesson evaluations which note:</p> <ul style="list-style-type: none"> - <i>pupil misunderstanding and misconceptions and steps take/to be taken to address these</i> - <i>reflection on the trainee’s subject knowledge.</i> <p>Lesson observations which note:</p> <ul style="list-style-type: none"> - <i>a sufficiently secure grasp of the concepts, ideas and principles to be taught</i> - <i>the trainee’s ability to deal with misconceptions and misunderstandings either within the lesson, or in subsequent lessons</i> - <i>pedagogy appropriate to the subject matter and pupils</i> - <i>enhanced motivation because pupils understand the relevance/value of what they are learning</i> - <i>the trainee’s ability to model and promote high standards in literacy, articulacy standard English and where appropriate, phonics and number</i>

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least expected progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 	<i>is developing</i> secure knowledge and understanding of the subjects/curriculum taught for the age phase in which they are training to teach...	has a secure knowledge and understanding of the relevant subjects/curriculum for the age phase in which they are training to teach; and can use this knowledge	has a good knowledge and understanding of the relevant subjects/curriculum for the age phase in which they are training to teach; and can use this knowledge	has a strong knowledge and understanding of the relevant subjects/curriculum for the age phase in which they are training to teach; and can use this knowledge
	<i>...requires support</i> to use this knowledge to develop learners' understanding and skills and address pupils' misconceptions and misunderstandings.	...in their planning to develop learners' understanding and skills and address pupils' misconceptions and misunderstandings.	<i>...consistently</i> in their planning to develop learners' understanding/skills and address misconceptions/misunderstandings.	as for grade 2; in addition, the trainee can use this knowledge as opportunities arise within a lesson in order to maximise learning.
	<i>requires support</i> to develop pupils' reading, writing, communication and mathematical skills within subject/ across the curriculum (as appropriate to phase)	recognises the need to develop pupils' reading, writing, communication and mathematical skills within subject/ across the curriculum (as appropriate to phase)	..to develop pupils' reading, writing, communication and mathematical skills within subject/ across the curriculum (as appropriate to phase)	to enhance the progress of pupils' reading, writing, communication and mathematical skills within subject/ across the curriculum (as appropriate to phase)
<ul style="list-style-type: none"> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 	<i>requires support</i> to recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and when prompted shows the ability and readiness to do so.	recognises the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and shows the ability and readiness to do so.	as for grade 3; in addition, implementing innovations to improve their practice.	as grade 2; in addition, engaging in evaluative dialogue about the impact on learning of the innovations implemented.
	<i>With support</i> can help pupils to understand the value of learning	Can help pupils to understand the value of learning.	<i>e.g. implements new approaches/strategies identified by the school or trainee; implements outcomes of school-based staff training in which they have participated.</i>	
	<i>E.g. relating learning to real-life contexts or the world of work promoting life aspirations; or preparing outcomes for real audiences.</i>		Is able to plan a range of opportunities which help pupils to understand the value of learning.	Takes every opportunity to help pupils understand the value of learning. <i>e.g. both planned and incidental opportunities</i>
<ul style="list-style-type: none"> 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 	<i>With much help</i> , is able to understand how to promote high standards of communication, reading and writing and mathematics. Requires support to build into their teaching appropriate opportunities to support the development of these areas	understands the need to promote high standards of communication, reading and writing and mathematics, and sometimes builds into their teaching appropriate opportunities to support the development of these areas.	As for grade 3; in addition this will be across an increasing proportion of the curriculum	As for grade 3; in addition this will be evident across the trainee's practice.
	if teaching early reading: <i>is developing</i> secure knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics. Requires support to apply this effectively across the specific age phases they are training to teach.	if teaching early reading: demonstrates secure knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the specific age phases they are training to teach	if teaching early reading: As for 3; in addition confidently and competently teaches and manages all elements of the phonics lesson.	if teaching early reading: As for 2; in addition confidently and competently utilises appropriate incidental opportunities during teaching across a range of curriculum contexts to apply principles of systematic synthetic phonics
	<i>For definition and further information see: 'Systematic Synthetic Phonics in ITT: Guidance and Support Materials'</i>			
<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. NB. 'Early mathematics' refers to mathematics throughout the early years AND primary age range. 	In relation to early years OR primary mathematics: <i>Is developing understanding</i> of the principles and practices of teaching and assessing early mathematics. Requires support to apply this effectively across the specific age phases they are training to teach.	In relation to early years OR primary mathematics: will know and understand the principles and practices of teaching and assessing early mathematics, to be able to apply this effectively across the specific age phases they are training to teach.	In relation to early years OR primary mathematics: As for 3; in addition confidently teaches and manages all elements of the mathematics lesson.	In relation to early years OR primary mathematics: As for 2; in addition utilises appropriate incidental opportunities during teaching across a range of curriculum contexts to apply principles of mathematics.

4. PLAN AND TEACH WELL-STRUCTURED LESSONS

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>How do you set clear, challenging and differentiated learning objectives?</i></p> <p><i>How do your lessons make effective use of time?</i></p> <p><i>How do you ensure that your lessons have sufficient time for all phases of the lesson?</i></p> <p><i>How do you ensure that what you plan meets the needs of all children?</i></p> <p><i>How do you manage transitions effectively?</i></p> <p><i>What constitutes an effective plenary?</i></p> <p><i>How do you know your pupils have understood what you have communicated to them?</i></p> <p><i>How do you explain key content clearly and make it accessible to all abilities?</i></p> <p><i>How will you check pupils' knowledge and understanding during the course of a lesson?</i></p> <p><i>How do you communicate enthusiasm for what is being learned?</i></p> <p><i>How do you know that you have aroused pupils' curiosity?</i></p> <p><i>How do you plan and deliver an imaginative/creative lesson?</i></p> <p><i>How do you know that pupils are engaged in learning in all stages of the lesson?</i></p> <p><i>How do you know that pupils are making progress in all stages of the lesson?</i></p> <p><i>How have you used ICT effectively to enable learners or enhance learning?</i></p> <p><i>How do you reflect on the strengths and areas for development of your lesson? How does this reflection inform subsequent planning?</i></p>	<p>Planning which:</p> <ul style="list-style-type: none"> - sets challenging objectives based on prior assessments; - has a clear structure - is sufficiently detailed - seek to relate to/incorporate pupils' interests; <p>Lesson observations which note:</p> <ul style="list-style-type: none"> - enthusiasm for what is being taught/learned - a clearly structured, well-paced lesson - questioning which builds on answers given and where pupils are asked to explain their thinking and reflect upon their learning; - effective plenaries; - effective transition management - clear explanations and use of appropriate vocabulary - appropriate teaching and learning strategies and resources - use of ICT (where appropriate) to support/enhance learning <p>Lesson evaluations which:</p> <ul style="list-style-type: none"> - identify strengths and areas for development - reflect upon pupil outcomes - clearly feed into future practice

4. PLAN AND TEACH WELL STRUCTURED LESSONS

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>expected</i> progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 	Requires support to plan appropriately structured lessons and to set clear and/or challenging learning objectives.	can plan appropriately structured lessons with clear and challenging learning objectives, some support may be required.	generally plans appropriately structured lessons with clear and challenging learning objectives	consistently plans appropriately structured lessons with clear and challenging learning objectives
	Is beginning to develop pace, however lessons tend to run out of time, e.g. plenaries are omitted, or task time is reduced by lengthy introductions.	teaches appropriately structured and paced lessons which make effective use of lesson time to promote learning <i>e.g. using introductions, mental/oral starters, plenaries.</i>	as for grade 3, however, this is achieved at all stages of the lesson <i>e.g. using mini-plenaries/adapting teaching within lessons to promote learning.</i>	As for grade 2, however, this is achieved consistently across a range of lessons.
	Is beginning to develop pupils' knowledge, understanding and skills.	Can develop pupils' knowledge, understanding and skills.	Can develop, consolidate and deepen pupils' knowledge, understanding and skills.	Consistently develops, consolidates and deepen pupils' knowledge, understanding and skills.
	e.g. using questions/designing activities with appropriate levels of task demand (application/evaluation/creation etc.); using questioning to probe pupils' responses and challenge thinking;			
	use subject specific vocabulary and is beginning to adapt their language to suit the learners they teach introducing new ideas with developing clarity.	use subject specific vocabulary accurately , and adapts their language to suit the learners they teach introducing new ideas and concepts clearly .	As for grade 3; in addition language is well-matched to learners' needs	uses exceptionally clear and carefully structured language when introducing new ideas and concepts which is consistently matched to the full range of learners needs.
<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 	With support is able to teach lessons which engage pupils, arouse their curiosity and/or promote learning. Is familiar with different approaches to learning and a range of strategies and resources but requires support to use effectively.	promotes learning through employing a range of approaches, strategies and resources which engage pupils, and arouse their curiosity.	promotes learning through employing a range of approaches, strategies and resources which engage pupils, arouse their curiosity and sustain interest in learning.	Proactively promotes learning through employing a range of often imaginative and creative approaches, strategies and resources which engage pupils, arouse their curiosity and sustain interest in learning.
	e.g. approaches to learning such as interactive, practical, enactive, didactic, visual, auditory, kinaesthetic; strategies such as partner talk, modelling, explanation, demonstration, questioning; and resources such as ICT, puppets, games, visual resources, artefacts			
	Requires support to use appropriate ICT to support their teaching, pupils' learning.	Uses ICT, as appropriate, to support their teaching, and pupils' learning.	uses a range of ICT resources, as appropriate, to support their teaching, pupils' learning.	uses a range of ICT resources, which clearly enhance their teaching and pupils' learning.
<ul style="list-style-type: none"> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 	Understands how homework or other out of class work can sustain learners' progress, consolidate learning and with help , can set/manage appropriate activities.	Understands how homework or other out of class work can sustain learners' progress/ consolidate learning/ prepare for new learning and can set/manage appropriate activities.	Understands how homework or other out of class work can sustain learners' progress/ consolidate learning/ prepare for new learning and can set appropriate and engaging activities.	As for grade 2; in addition recognising that the intended audience is both parent and child e.g. provides clear written instructions/a worked example etc.
	e.g. set homework tasks, manage regular homework activities such as spellings, home-school reading or online activities.			
TS 4 continued over				

<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 	<p>Requires high levels of support to reflect upon the effectiveness of lessons and approaches to learning to inform future planning, teaching and learning; and is beginning to seek advice from colleagues on how to improve; tries to act appropriately on written and oral feedback and targets.</p> <p><i>e.g. respond to targets set by colleagues e.g. on lesson observation proforma, report.</i></p>	<p>reflects upon the effectiveness of lessons and approaches to learning to inform future planning, teaching and learning; seeks advice from colleagues on how to improve, and acts appropriately on written and oral feedback and targets.</p>	<p>As for grade 3; in addition, evaluation is systematic and reviews impact on learners. They use well-focused short- and longer-term developmental targets to improve their practice.</p>	<p>As for grade 3; in addition reflects critically enabling them to analyse, evaluate and improve their own practice, judging its impact on all groups of learners.</p>
<ul style="list-style-type: none"> contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>Requires support to work collaboratively with more experienced colleagues; requires support to contribute to the planning and development of an engaging curriculum.</p>	<p>working collaboratively with more experienced colleagues, can contribute to the planning and development of an engaging curriculum.</p>	<p>working collaboratively with more experienced colleagues, can proactively contribute to the planning and development of an engaging curriculum.</p>	<p>working collaboratively with more experienced colleagues, can actively contribute creative ideas to the planning and development of an engaging curriculum.</p>

5. ADAPT TEACHING TO RESPOND TO THE STRENGTH AND NEEDS OF ALL PUPILS

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>How does your planning take account of different needs and strengths of learners?</i></p> <p><i>How does your planning refer to individual and group learning needs?</i></p> <p><i>What differentiation strategies have you found to be most effective and why?</i></p> <p><i>How do you know if your differentiation strategies have been effective?</i></p> <p><i>In what ways do the resources you create/select promote inclusion?</i></p> <p><i>How do you organise pupil groupings to promote inclusion?</i></p> <p><i>How do you challenge the most able pupils in a particular subject?</i></p> <p><i>How do you support the least able pupils in a particular subject?</i></p> <p><i>How do you identify any barriers to learning? How do you use this information in your planning and teaching?</i></p> <p><i>How do you cater for any specific individual needs (e.g. SEND/IEPs, G&T, EAL, pupil premium, underperforming groups) to support pupil progress?</i></p> <p><i>How do you devise age appropriate teaching and learning strategies?</i></p> <p><i>Why are these particularly appropriate for the children you are teaching?</i></p>	<p>Planning which:</p> <ul style="list-style-type: none"> - demonstrates an attempt to meet the needs of all learners - identifies individuals or groups which need specific provision or differentiation - identifies strategies or approaches to differentiation <p>Lesson evaluations which:</p> <ul style="list-style-type: none"> - evaluate the strategies used - reflect upon the outcomes of individuals and groups <p>Lesson observations which note:</p> <ul style="list-style-type: none"> - an inclusive approach to all learners - resources selected to promote inclusion (culture/gender etc) - management of pupil groupings to support inclusion; - support for individuals who are struggling; - strategies to extend and challenge high attaining pupils <p>Discussion with the trainee which shows:</p> <ul style="list-style-type: none"> - awareness of specialist staff/provision - awareness of child development - an inclusive approach to teaching and learning - awareness of barriers to learning and strategies to overcome barriers

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least expected progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 	Recognises some of the different needs and strengths of learners and with support can differentiate appropriately by matching learning activities to individual needs for these learners	can recognise the different needs and strengths of all learners and can differentiate appropriately by matching learning activities to individual need.	recognises the different needs and strengths of all learners and usually differentiates appropriately by matching learning activities to individual need	recognises the different needs and strengths of all learners and consistently differentiates appropriately by matching learning activities to individual need across the range of lessons/subjects taught
<ul style="list-style-type: none"> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 	Has a developing understanding of some factors that are potential barriers to achievement and is beginning to understand how experienced teachers use a range of strategies to reduce these barriers.	is aware of a range of factors that are potential barriers to achievement and understands how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, with advice from experienced teachers and support staff.	has a clear recognition of how to deal with any potential barriers to learning through deploying well-targeted interventions; understands how to challenge and motivate pupils/learners where attainment is low and uses strategies to support underperforming groups	as for grade 2, however, this is achieved consistently, across a range of lessons/subjects; Understands the causes of low achievement; challenges and motivates pupils/learners where attainment is low and uses effective strategies to support underperforming groups
<ul style="list-style-type: none"> 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. 	Has a developing understanding of distinctive needs, for example, those with: special educational needs; high ability; English as an additional language; and disabilities. Requires support to evaluate distinctive teaching approaches which engage and support them.	has a clear understanding of distinctive needs, for example those: with special educational needs; with English as an additional language; with disabilities; from underperforming groups; eligible for the pupil premium. can use and evaluate distinctive teaching approaches which engage and support them.	generally uses and evaluates distinctive and carefully-matched teaching approaches which engage and support them.	as for grade 2, however, this is achieved across the range of lessons/subjects taught.
<ul style="list-style-type: none"> 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 	For the age range they are training to teach, has a developing awareness of how children and young people develop and with support can devise developmentally-appropriate teaching and learning experiences	For the age range they are training to teach, shows an awareness of how children and young people develop and is able to devise developmentally-appropriate teaching and learning experiences;	As for grade 3; in addition the trainee explains how/why the teaching and learning experiences are developmentally-appropriate, can evaluate their effectiveness; and demonstrate phase expertise.	As for grade 2; however, demonstrates phase expertise across a range of lessons/subjects /areas of learning/groups of learners.
e.g. activities, resources, expectations and language are well matched to the pupils' age/stage of development.				

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>How do you plan assessment opportunities into your lesson?</i></p> <p><i>How do you plan what you will assess, when you will assess and how you will assess?</i></p> <p><i>What range of formative assessment strategies do you use and why?</i></p> <p><i>How will you use on-going assessment during lessons to move learning on?</i></p> <p><i>How do you identify which pupils have achieved the learning objectives and which might not have?</i></p> <p><i>How do you use assessment information to inform future planning?</i></p> <p><i>How have you implemented the school's assessment and marking policy?</i></p> <p><i>How do you give appropriate verbal feedback to learners which promotes learning?</i></p> <p><i>How does focussed and regular marking support pupil progress? How do pupils have the opportunity to engage with/respond to marking comments?</i></p> <p><i>How do you encourage pupils to be partners in the assessment of their learning?</i></p> <p><i>How have/might you demonstrate effective use of peer assessment?</i></p> <p><i>Explain when you have been able to use success criteria effectively to promote learning.</i></p> <p><i>What range of assessment records do you keep and why?</i></p> <p><i>How useful and manageable do you find these records?</i></p> <p><i>Under what circumstances do you refer back to these records?</i></p> <p><i>Explain your awareness of the school's use of national benchmarks e.g. APP/NC level descriptions.</i></p> <p><i>How do you make use of the pupils' targets in your planning and teaching?</i></p> <p><i>In what ways have you contributed to pupil target-setting?</i></p> <p><i>How do you set targets which are challenging and achievable?</i></p> <p><i>Explain your awareness of statutory assessment requirements.</i></p>	<p>Planning which:</p> <ul style="list-style-type: none"> - indicates what will be assessed, when and how - indicates appropriate questioning to assess understanding - indicates the role of teaching assistants in assessment - provides opportunities for pupils to reflect upon marking and assessment feedback from previous lesson - builds upon pupils' targets <p>Lesson evaluations which:</p> <ul style="list-style-type: none"> - reflect on pupils' learning outcomes - effectiveness of assessment strategies - identify implications for subsequent lessons <p>Lesson observations which comment on: <i>The teaching of skills and terminology required for formal assessment; the use of question and answer techniques to gauge learning; pupils being asked to explain the thinking behind their answers; pupils being given formative feedback in both verbal and written form; marking, testing and plenaries being used to obtain data on pupil progress; learners reflecting on success criteria/learning and setting/reviewing targets; trainee listening to pupil answers and encourages and presents new challenges.</i></p> <p>Record-keeping which demonstrates pupils' progress over time e.g. over a series of lessons:</p> <ul style="list-style-type: none"> - shows regular and timely marking - appropriate formative marking feedback - assesses pupil learning against lesson objectives - shows that assessment is undertaken regularly and records are kept up-to-date. - Identifies 'next steps' in learning and implications for subsequent lessons - regular reviewing of pupils' targets to inform future planning - evidence of effective feedback

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'	
	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least expected progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:	
<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 	for the age phase in which they are training to teach, has a developing understanding of: - the statutory assessment requirements for the relevant subjects/curricula continuous assessment and summative tests, examinations and assessment arrangements; - how schools/settings use national and/or local benchmarks to assess achievement, set targets and monitor progress - the statutory assessment requirements for the relevant subjects/curricula; - how schools/settings use national and/or local benchmarks to assess achievement, set targets and monitor progress	for the age phase in which they are training to teach, has a secure understanding of:			
	And with support, is developing the ability to make assessments against national benchmarks.	And with support can make broadly accurate assessments against national benchmarks.	And can make broadly accurate assessments against national benchmarks.	And can make accurate assessments against national benchmarks.	
<ul style="list-style-type: none"> make use of formative and summative assessment to secure pupils' progress 	Has a developing understanding of the purposes of a limited range of assessment strategies to assess pupil progress; requires support to set success criteria linked to objectives.	Can set success criteria which link to the learning objective; identifies assessment opportunities and strategies in their planning and uses a limited range of assessment strategies to check learners' understanding in their lessons.	Sets clear and accurate success criteria which break down the objective and enable children to see how to be successful ; identifies assessment opportunities and strategies in their planning and uses an increasing range of strategies to check learners' understanding throughout the lesson and adapt teaching within the lesson to promote learning.	Makes effective use of clear and accurate success criteria to maximise learning ; consistently plans and uses a wide range of strategies to systematically assess learners' understanding throughout the lesson, identifying and supporting individuals who are not progressing and intervening quickly to help them to learn.	
	Strategies: e.g. key questions, instant marking on work/oral feedback, mini-whiteboard responses, observation of skills, listening to peer or teacher-pupil dialogue, self/peer assessment, marking grids... Adapting teaching e.g. alternative explanation, mini-plenary/plenaries to address issue, changed level of challenge, change of activity, adapted groupings,				
<ul style="list-style-type: none"> use relevant data to monitor progress, set targets, and plan subsequent lessons 	Is beginning to keep records of attainment and is beginning to use assessment information formatively to plan future lessons.	keeps records of attainment and uses assessment information formatively to plan future lessons. Pupils' prior learning is identified on plans and is used to guide planning.	keeps a range of records of attainment and uses assessment information formatively to adapt future lessons/teaching in an increasing range of ways to promote progress. The link between prior learning and planned actions can be clearly identified on lesson plans.	keeps a range of records of attainment and uses assessment information systematically to adapt future lessons in a wide range of ways to promote progress. The link between prior learning and planned actions can be consistently identified on lesson plans.	
	Has a developing understanding of how assessment data is used to monitor progress.	Uses pupil records to monitor progress and can identify where pupils may be making less progress. Begins to deploy intervention strategies with advice from experienced staff.	Uses pupil records to monitor progress over time , identifying where individuals make less progress, and deploying well-targeted interventions to enable pupil progress.	Uses pupil records to monitor progress of individuals and groups (e.g. SEN/EAL/PP) over time. Plans and implements effective interventions to promote the progress of individuals/groups.	
	<i>Trainees must use own, and where applicable, schools' records to monitor progress. Where appropriate trainees may contribute to schools monitoring and tracking processes, attend/contribute to pupil progress meetings etc.</i>				
	With support can monitor, review and set targets/next steps	with some support from experienced teachers, can review progress and guide pupils in reflecting on their learning; identifying their progress and emerging learning needs <i>E.g. knows the children's personal targets; can help the child to review his/her target and next steps (cross-reference with TS2)</i>	Understands school's system of personal target-setting and can give examples of how they have implemented this system in their teaching (cross-reference with TS2)	Understands school's system of target-setting and can give examples of how they have implemented this system in their teaching with an impact on learning (cross-reference with TS2)	
<ul style="list-style-type: none"> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	Is beginning to understand the value of feedback but requires support to provide regular, constructive oral/written feedback which helps pupils to make progress or which is consistent with school policy.	provides regular, constructive oral/written feedback, consistent with school policy, which helps pupils to make progress. They are able to encourage pupils to respond to feedback.	provides regular, constructive oral/written feedback, consistent with school policy, and helps pupils to make progress which targets further improvement . Opportunities are provided for pupils to respond to feedback to secure progress-	They consistently provide pupils with, personalised developmental oral/written feedback, consistent with school policy, which accurately targets further improvement Opportunities are provided for pupils to engage with feedback to secure rapid progress.	

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>What steps do you take to minimise poor behaviour arising in the first place?</i></p> <p><i>To what extent are pupils involved and motivated within your lessons?</i></p> <p><i>How do you consider classroom management issues when selecting activities and resources and organising groups?</i></p> <p><i>How do you communicate behavioural expectations to pupils?</i></p> <p><i>What daily routines do you use to minimise disruption?</i></p> <p><i>To what extent do you use the school's behaviour policy?</i></p> <p><i>How do you identify the main behaviour challenges in your teaching?</i></p> <p><i>What are you doing to address these?</i></p> <p><i>How do you use and justify a variety of behaviour management strategies?</i></p> <p><i>To what extent have you established consistent and effective systems?</i></p> <p><i>What areas still need development?</i></p> <p><i>What strategies have you used to establish good relationships with pupils?</i></p> <p><i>How have these been successful?</i></p> <p><i>To what extent do you use positive reinforcement to promote a positive classroom ethos?</i></p> <p><i>What challenging incidents have you experienced and are you able to learn from these?</i></p> <p><i>How do you know when and who you might seek additional support from in managing (challenging) behaviour?</i></p> <p><i>How do you promote good behaviour around the school?</i></p> <p><i>What strategies do you use to promote independent behaviour management?</i></p>	<p>Planning which:</p> <ul style="list-style-type: none"> - Shows awareness of potential behavioural issues - Show strategies planned to minimise behavioural issues (e.g. seating planned for pair/group work; use of support staff; discussion of expectations etc); <p>Lesson evaluations which:</p> <ul style="list-style-type: none"> - analyse behaviour problems and evaluate strategies - recognise behaviour strategies which promoted a calm and purposeful atmosphere <p>Lesson observations which note:</p> <ul style="list-style-type: none"> - an awareness of the whole class and behaviour - use of school behaviour policies and procedures; - use of a range of behaviour management strategies at a range of levels graded to the problem; - communication of high expectations of behaviour - the avoidance of confrontation and being drawn into arguments when disciplining pupils; - varying style, tone and language depending on audience; - use of non-verbal communication; - effective management of transitions; - promotion of a positive and purposeful working environment <p>Record-keeping which:</p> <ul style="list-style-type: none"> - record sanctions and rewards <p>Discussion with the trainee which shows awareness of:</p> <ul style="list-style-type: none"> - specialist staff/provision e.g. SENCO - reasons why pupils and/or specific individuals misbehave - a range of strategies - the importance of promoting positive pupil relationships

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT				
DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
		Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least expected progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:
<ul style="list-style-type: none"> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	Requires support to implement well-planned and effectively managed lessons which engage and motivate pupils, is beginning to recognise that such strategies contribute to successful behaviour management.	Recognises that well-planned and effectively managed lessons which engage and motivate pupils contribute to successful behaviour management and learning.	As for Grade 3, and in addition, recognises and is accountable for the impact of their own planning and teaching on the behaviour and learning of the pupils in their class and can adapt their practice to promote learning behaviours.	Consistently reflects upon and evaluates the impact of their own planning and teaching on the behaviour and learning of the pupils in their class, adapting their practice to promote learning behaviours.
	Has a developing understanding of how barriers to learning can impact on pupil behaviour	understands how barriers to learning can impact on pupil behaviour and, working alongside experienced teachers/support staff, can (where appropriate) apply strategies to address these.	where relevant, seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	where relevant, seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated and can implement some appropriate strategies.
<ul style="list-style-type: none"> 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 	In accordance with the school's/setting's behaviour policy: - Requires support to establish clear rules and routines, exercise appropriate authority to manage behaviour positively.	In accordance with the school's/setting's behaviour policy: - establishes clear rules and routines, exercising appropriate authority to manage behaviour positively.	In accordance with the school's/setting's behaviour policy: - establishes clear rules and routines, exercising appropriate authority to manage learners' behaviour in a way which promotes self control and independence	In accordance with the school's/setting's behaviour policy: - establishes clear rules and routines, exercising appropriate authority to manage learners' behaviour consistently in a way which promotes self control and independence
	Requires prompting to take responsibility for promoting good and courteous behaviour both in classrooms and around the school/setting	takes responsibility for promoting good and courteous behaviour both in classrooms and around the school/setting, and for promoting clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being in accordance with school policy (<i>cross-reference with TS1</i>)		
<ul style="list-style-type: none"> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 	Is beginning to have high expectations of behaviour, but requires support to establish a framework for discipline which uses praise, sanctions and rewards consistently and fairly.	has high expectations of behaviour, and establishes a framework for discipline which uses a range of strategies (praise, sanctions and rewards) consistently and fairly.	has high expectations of behaviour, and establishes a framework for discipline which evaluates and develops a range of strategies (praise, sanctions and rewards) and implements these consistently and fairly.	has high expectations of behaviour, and establishes a framework for discipline which evaluates and develops a range of strategies (praise, sanctions and rewards) and implements these consistently, fairly and in a way which promotes the flow of the lesson.
<ul style="list-style-type: none"> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 	Understands the need for and is beginning to promote mutually respectful relationships between trainee and pupils (<i>cross-reference with TS1</i>)	has developed mutually respectful relationships between trainee and pupils (<i>cross-reference with TS1</i>)	has a developing rapport with learners (<i>cross-reference with TS1</i>)	Has established a rapport with learners(<i>cross-reference with TS1</i>)
	Requires support to create a good and safe learning environment where learners respond promptly to teachers' direction and work cooperatively with each other	As a result of the above, they are able to create a good and safe learning environment where learners respond promptly to teachers' direction and work cooperatively with each other	As a result of the above, they manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual	As a result of the above, they manage behaviour very effectively, creating an excellent climate for learning, where learners display very high levels of engagement, courtesy, collaboration and cooperation

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

LEARNING QUESTIONS	SOURCES OF EVIDENCE
<p><i>For example....</i></p> <p><i>Beyond your classroom practice, how have you contributed to the wider school community?</i></p> <p><i>With whom do you feel you have established effective professional relationships? How have you established these relationships? How have you used staff expertise in the school to support you? Give examples of your ability to work collaboratively with colleagues. How successfully have you integrated into staff teams and established positive working relationships with colleagues, including those with specific responsibility areas?</i></p> <p><i>In what ways have you been able to deploy support staff to support learning and teaching?</i></p> <p><i>What action have you taken to improve your teaching? What action have you taken in response to feedback from mentoring and coaching? What professional development targets have you identified?</i></p> <p><i>How have you engaged parents in their child's learning?</i></p>	<p>Trainee's conduct :</p> <ul style="list-style-type: none"> - <i>which shows engagement in the wider life of the school</i> - <i>positive feedback from colleagues about the trainee's conduct around school</i> - <i>positive feedback from colleagues about the trainee's ability to establish positive relationships</i> - <i>positive feedback from colleagues about the trainee's ability to work in teams and contribute appropriately</i> <p>Planning which show:</p> <ul style="list-style-type: none"> - <i>appropriate deployment of teaching assistants/other adults</i> - <i>annotations as a result of previous evaluation/assessments</i> <p>Lesson evaluations which:</p> <ul style="list-style-type: none"> - <i>evaluate appropriate use of teaching assistants/other adults</i> - <i>reflect upon steps taken in response to previous evaluations, coaching and feedback.</i> <p>Lesson observations</p> <p>Mentor Meeting Logs which :</p> <ul style="list-style-type: none"> - <i>recognise participation in the wider life of the school</i> - <i>responsiveness to previous targets</i> - <i>consultation with pastoral staff and SENCO to better understand the pupils they teach; team teaching; contribution to the success of the paired placement; understanding of the needs of the pupils in the class and the ability to direct support staff to work with pupils as appropriate.</i>

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'
<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school 	Over time, the trainee has a very limited impact on pupil progress. The trainee 'not yet meeting' the Standard demonstrates that he/she:	Over time, the trainee contributes to some groups of pupils making <i>expected</i> progress. Trainee requires targeted support to become 'Good'. The trainee awarded QTS at the 'requires improvement' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>expected</i> progress. The trainee achieving the standards at a 'good' level demonstrates these characteristics:	Over time, the trainee contributes to groups of pupils making at least <i>good</i> progress. The trainee achieving the standards at an 'outstanding' level demonstrates these characteristics:
	Is beginning to understand the need for teachers to make a positive contribution to the wider life and ethos of the setting and contributes when prompted.	Is beginning to make a positive contribution to the wider life and ethos of the setting.	is proactive in making positive contribution to the wider life and ethos of the setting	is proactive and makes a significant contribution to the wider life and ethos of their institution <i>e.g. implements a new extra-curricular activity, amongst other things</i>
	<i>E.g. participation in extra-curricular activities; supporting an experienced colleague on playground duty; attending staff meetings or staff training sessions.</i>			
<ul style="list-style-type: none"> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 	Is beginning to establish effective professional relationships with colleagues and is developing the skills required to work collaboratively.	can establish effective professional relationships with colleagues and has the skills required to work collaboratively.	Is proactive in establishing effective professional relationships with colleagues and is able to contribute constructively to teamwork	Is proactive in establishing effective professional relationships with colleagues and consistently contributes constructively to teamwork
	Has a developing understanding of the roles of colleagues with specific responsibilities	understands the roles of colleagues with specific responsibilities and know when/how to draw on advice and specialist support		
<ul style="list-style-type: none"> deploy support staff effectively 	(where applicable), requires support to liaise with, direct and deploy support staff enabling them to facilitate learning and teaching.	(where applicable), liaises with, directs and deploys support staff enabling them to facilitate learning and teaching.	(where applicable), liaises with, directs and deploys support staff as appropriate in all phases of the lesson and in an increasing range of ways which promotes learning	(where applicable), liaises with, directs and deploys support staff in all phases of the lesson and in an extended range of ways which maximises learning
			<i>e.g. plans to deploy the TA with a range of ability groups; or for a range of roles such as teaching, assessing, enabling access; or works with TA to model practice or provide feedback in plenary etc.</i>	
<ul style="list-style-type: none"> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	Requires support to take responsibility for improving teaching, and even <i>with support</i> , struggles to identify subsequent or on-going personal professional development targets	takes responsibility for improving teaching, and with support, they are able to identify subsequent or ongoing personal professional development targets	takes responsibility for improving teaching, and independently identifies subsequent or ongoing personal professional development targets.	As 'grade 2'; in addition they identify opportunities to address and meet these targets.
	Tries to act appropriately on written and oral feedback and targets. <i>(cross-reference with T4); Requires support</i> to recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and when prompted shows the ability and readiness to do so (see TS 3).	acts appropriately on written and oral feedback and targets <i>(cross-reference with T4)</i> ; recognising the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development, showing the ability and readiness to do so (cross-reference with T3).		
<ul style="list-style-type: none"> communicate effectively with parents with regard to pupils' achievements and well-being. 	Is developing understanding of the importance of good communication between home and school	recognises the importance of good communication between home and school/setting with regard to pupils' achievements and well-being.		
	With guidance can communicate appropriately, verbally and in writing with parents/carers with regard to learners' achievements and well-being.	can communicate effectively, verbally and in writing with parents/carers with regard to learners' achievements and well-being.	As for 3; in addition the trainee is beginning to take responsibility for communicating with parents in an appropriate manner, to support pupils' learning/well-being.	As for 3; however the trainee is proactive in promoting effective communication with parents which supports pupil learning/well-being.
	<i>E.g. liaising at the start/end of the school day; managing written communications between home/school; writing mock reports, letters/newsletters to parents, homework communication, certificates of achievement, parents' evening.</i>			

