

## Phase E Help Sheet

Please use these prompts and questions in mentor meetings and observation feedback

### Phase E 'Meeting the Standards' Easter – End of May

Phase E is obviously an important part of the PGCE. Trainees need to teach 12 hours a week consistently and gather evidence of quality teaching and learning for their final Phase E Report Form, QTS ratification and the RPK assignment at the end of the placement. It is important that mentors can provide stretch and challenge in this phase to encourage the trainee to practice a variety of different techniques to prepare them for being an ECT – mentors should consider the skills they would want an ECT in their department to have during this time.

Trainees should continue to observe expert colleagues in this time. This is not to be confused with TA time or time with technical staff but should be dedicated time to observe colleagues with a particular focus and consider how they would put this into practice in their own classes. This is especially important while they are working on their RPK as these observations, and the learning associated with this are important aspects of gaining professional knowledge.

**This help sheet is divided into 3 distinct areas:**

**1 – Statements** that link directly to the Core Content Framework (CCF). These statements allow you to see how your trainee is progressing and where to tell them to focus more attention. The CCF is an entitlement for the trainees. Please use these statements both in lesson feedback and in mentor meetings. Good to print this section out to have to hand in observations and meetings.

**2 – A series of questions** to use in mentor meetings and lesson feedback. They are stage appropriate – for Phase E we are also considering the trainees completion of the course relating to the teachers standards. These are obviously not intended to be used verbatim, they are for guidance and can be modified to suit each situation.

**3 – A section about evidence.** This should enable you to guide your trainee towards collating quality evidence.

#### Links to Teachers Standards:




As Phase E terminates with an assessment of our trainee teachers related to the Teachers' Standards. This is the only time in the year where we make a judgement. We do not use the Teachers Standards in the other phases but in Phase E we should consider how they link to the CCF to aide us in writing the final reports. As you can see they are mapped almost exactly to the CCF, so if you know your CCF you can judge whether a trainee has met the Teachers' standards.

Teachers' Standard	1	2	3	4	5	6	7	8
<b>Headline of the standard</b>	Set high expectations which inspire, motivate and challenge pupils	Promote good progress and outcomes by pupils	Demonstrate good subject and curriculum knowledge	Plan and teach well-structured lessons	Adapt teaching to respond to the strengths and needs of all pupils	Make accurate and productive use of assessment	Manage behaviour effectively to ensure a good and safe learning environment	Fulfil wider professional responsibilities
<b>Link to CCF Strand</b>	Strand 1	Strand 2	Strand 3	Strand 4 (and some of 2)	Strand 5	Strand 6 (and some of strand 2)	Strand 7	Strand 8

Phase E 'Meeting the Standards' - Easter – May half term

Pedagogy 🧑🏫			Relationships, Behaviour and Wellbeing 🧡🧡🧡	
Strand 2 - CCF	Strand 4 – CCF	Strand 5 – CCF	Strand 1 – CCF	Strand 7 - CCF
<p><b><u>Alongside expert colleagues, I am accountable for the pupils' attainment, progress and outcomes of the pupils I teach by:</u></b> -</p> <p>being able to articulate a rationale for how <b><u>I am building on pupils' capabilities and prior attainment</u></b> in planning individual lesson and lesson <b><u>sequences for my classes:</u></b></p> <p>providing a <b><u>range of formative and summative feedback</u></b> as appropriate which, much of the time, enables students to <b><u>identify the progress they have made and understand what they need to do to improve.</u></b></p> <p>I can <b><u>use my knowledge and understanding of how pupils learn to improve my teaching.</u></b> I can <b><u>balance presentation, practice and retrieval of critical knowledge</u></b> and skills in teaching my subject.</p> <p>I can <b><u>encourage pupils consistently and effectively by setting high expectations and use intentional language that promotes challenge and aspiration</u></b> so that pupils take a responsible and conscientious attitude to their work and study.</p> <p>I create regular opportunities for <b><u>pupils to undertake independent and autonomous learning.</u></b></p>	<p>I can <b><u>plan a series of lessons showing an understanding of short-term progress and progress over time</u></b> articulating how pupils are building on prior attainment.</p> <p>When teaching, <b><u>I can maintain the pace of the learning.</u></b> I am able to <b><u>respond flexibly</u></b> to what is happening in the classroom and have the confidence to <b><u>adapt my teaching to respond to the needs of the pupils.</u></b> This is developed consistently through <b><u>planned questioning, high quality classroom talk, by addressing pupils' misconceptions</u></b> and by ensuring pupils have repeated opportunities for <b><u>deliberate practice.</u></b></p> <p>I can <b><u>use modelling effectively to help pupils understand processes</u></b> and ideas. I am able to effectively use <b><u>guides and scaffolds</u></b> to support student progress and know how to gradually remove these supports as pupils' expertise increases.</p> <p>According to school context, I <b><u>consider teaching pupils metacognitive strategies</u></b> linked to my subject to support independence and academic success.</p> <p>I know how to learn from both successful and less effective lessons through <b><u>systematically evaluating the effectiveness of</u></b></p>	<p>I apply <b><u>high expectations to all groups and ensure that pupils</u></b> have access to a rich curriculum.</p> <p>I have a clear understanding and can <b><u>articulate how to challenge and motivate pupils where attainment is low.</u></b></p> <p>I can <b><u>work closely with colleagues and pupils to understand barriers and identify effective strategies</u></b> to support pupil learning.</p> <p>I can <b><u>effectively adapt my teaching to support all students</u></b> through well-targeted and responsive interventions and the <b><u>appropriate deployment of available support staff.</u></b></p> <p>I can <b><u>consistently and effectively evaluate and adapt my teaching to meet the needs of all pupils.</u></b></p> <p>I can <b><u>evaluate the impact of these adaptations on the progress of individual learners</u></b> through thorough lesson evaluation.</p> <p>I use a <b><u>variety of teaching approaches to engage and support a wide range of learners including SEND, EAL, High Prior Attainers and Pupil Premium pupils.</u></b></p>	<p>I can <b><u>consistently use a range of strategies to establish a safe and stimulating environment,</u></b> encouraging pupils to participate and contribute which generates good levels of <b><u>enthusiasm, participation and commitment to learning.</u></b></p> <p>I am effective in <b><u>promoting pupils' resilience, confidence and independence when tackling challenging activities.</u></b></p> <p>Where appropriate, <b><u>I seek opportunities to engage parents/carers in the education of their children.</u></b></p> <p><b><u>I consistently apply clear behavioural expectations</u></b> in line with school policy and can apply rules and rewards independently.</p> <p><b><u>I acknowledge and praise pupil effort effectively, clearly articulating how and why they have made progress.</u></b></p> <p><b><u>I consistently set goals that stretch, challenge and motivate pupils in varied contexts.</u></b> I can use effective strategies to support the learning and progress of individuals and groups of all backgrounds and abilities and consistently <b><u>use language that promotes challenge and aspiration.</u></b></p> <p><b><u>I consistently and effectively demonstrate and model the positive attitudes,</u></b> values and behaviour which I expect of my pupils and consistently</p>	<p>I can <b><u>adapt to the different school placements in which I have trained, working confidently within the schools' framework for behaviour management with a range of strategies</u></b> using praise, rewards and sanctions consistently and fairly.</p> <p><b><u>The rules and routines I use maximise the time for effective learning</u></b> to take place and promote a supportive and inclusive environment where <b><u>pupils show positive attitudes towards myself as their class teacher,</u></b> their learning and each other.</p> <p>I can <b><u>consistently build strong and effective relationships with pupils,</u></b> acting decisively when necessary, <b><u>managing low level disruptions with appropriate early interventions.</u></b></p> <p><b><u>I can tackle bullying</u></b> including cyber and prejudice-based bullying, drawing on the expertise of my school- based colleagues when needed.</p> <p>I recognise that planning <b><u>appropriate lessons which challenge learners,</u></b> teaching using a <b><u>variety of strategies</u></b> which address pupils' needs and employing appropriate assessment for learning strategies all contribute to a <b><u>positive climate for learning.</u></b></p> <p><b><u>I can articulate which factors might contribute to challenging behaviour</u></b> being exhibited in my classes and plan for them accordingly.</p> <p>I consistently <b><u>manage good levels of motivation and involvement using a</u></b></p>

	<p><b>my practice</b>, including its impact on individuals and groups of pupils and can use my evaluation to inform future planning, teaching and learning.</p> <p>I can consistently and <b>effectively plan purposeful homework/out of class activities</b> in line with school policy that extend existing knowledge and understanding.</p> <p><b><u>I make a positive contribution to the development of curriculum and resources in my placement school.</u></b></p>		<p>demonstrate how I support the ethos of the school.</p>	<p><b><u>range of effective approaches</u></b> appropriate to pupils' needs, helping pupils to move from needing extrinsic motivation to being motivated to learn intrinsically.</p> <p>I can articulate clearly how <b>teachers can influence pupils' resilience and beliefs</b> about their ability to succeed by ensuring that all pupils can experience individual success.</p> <p><b><u>I can engage with parents and carers at times with support from expert colleagues and mentors</u></b> to better understand pupils' individual circumstances and how they can be supported to meet academic and behavioural expectations.</p>
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Curriculum 	Assessment 	Professional Practices 
Strand 3 - CCF	Strand 6 - CCF	Strand 8 – CCF
<p>Through my secure knowledge of subject and curriculum, I <b><u>foster and maintain pupils' interest in my subject, deepening pupils' learning by responding appropriately to subject specific questions.</u></b></p> <p>I can <b><u>plan for progression across my subject/ age phase, developing key concepts, anticipating common misconceptions and using regular purposeful practice</u></b> to help pupils remember what they have learned.</p> <p>As my pupils' knowledge becomes more secure, I know <b><u>how to challenge in my planning and teaching (e.g., removing scaffolds, lengthening spacing, withdrawing concrete examples).</u></b>  <b><u>I draw links with existing knowledge</u></b> so that pupils can transfer knowledge and skills to new contexts.</p> <p>I have been <b><u>proactive in identifying gaps and developing my subject,</u></b> curriculum and pedagogical knowledge in my early career. I <b><u>promote the value of scholarship and seek to develop this further to inform my practice as an Early Career Teacher.</u></b></p> <p>I model high standards of written and verbal communication in all professional activities.  <b><u>I can model high quality oral language teaching technical vocabulary in my subject explicitly.</u></b>  Where appropriate, I can teach and model different forms of writing and reading comprehension.</p>	<p><b><u>I understand statutory assessment requirements</u></b> for my subject/age phase and can assess pupil attainment against national benchmarks.</p> <p><b><u>I use a range of formative and summative assessment strategies to monitor progress over time and to inform planning and I know how to choose summative assessment materials.</u></b></p> <p>When using <b><u>formative continuous assessment, I adapt my teaching in response to knowledge gaps and misconceptions.</u></b></p> <p>When using <b><u>peer and self-assessment,</u></b> I use effective scaffolding e.g., sharing model work with pupils and/or clear criteria.</p> <p><b><u>I can maintain accurate records of pupil data</u></b> and progress over time and use these to set appropriately challenging targets and monitor progress.  <b><u>I can draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments.</u></b></p> <p><b><u>I assess pupils' progress regularly</u></b> and provide verbal and written feedback so that pupils know how well they have done and what they need to do to improve. My pupils are given appropriate time to respond to this feedback. This contributes to pupil progress and learning over time.</p> <p><b><u>I use efficient and alternative approaches to providing feedback.</u></b></p>	<p><b><u>I am proactive in seeking opportunities to contribute to the wider life and ethos of the school.</u></b></p> <p><b><u>I build strong professional relationships</u></b> and work collaboratively with colleagues on a regular basis.</p> <p><b><u>I know who to contact with safeguarding concerns</u></b> and understand what behaviour, disclosures and incidents to report.</p> <p><b><u>I proactively ask for information and advice from specialist staff</u></b> about individual pupils with specific needs – e.g., SENCO, pastoral leaders, careers advisers and other specialist colleagues.</p> <p><b><u>I collaborate with colleagues to share the load of planning and preparation and make use of shared resources.</u></b></p> <p><b><u>I communicate and liaise with available support staff</u></b> deployed in my lessons to assist in supporting individuals and groups of learners.</p> <p><b><u>I seek challenge, feedback and critique from expert colleagues and use their feedback to develop my own teaching.</u></b></p> <p><b><u>I reflect on my practice, supported by feedback from and observation of expert colleagues, professional debate and learning from educational research,</u></b> and know how this will continue to support my improvement in my ECT years.</p> <p><b><u>I strengthen my subject and pedagogical knowledge by participating in wider networks.</u></b></p> <p><b><u>In evaluating my practice, I can identify ongoing professional targets and opportunities to address and meet these targets.</u></b></p> <p>Where appropriate, I <b><u>proactively build effective relationships with parents/carers and communicate with them both verbally and in writing,</u></b> in relation to pupils' achievements and wellbeing and in response to individual pupils' emergent needs.</p> <p><b><u>I recognise the need to protect time for rest and recovery. I am aware of the support available for good mental health and wellbeing.</u></b></p>

## Questions to Prompt Trainee Reflections in Phase E

### Focussing on Pedagogy

#### **S2 How Pupils Learn**

##### **Phase E**

- How can you tell that your questions are being aimed at the right level to the class? Are you considering the range of pupils you are asking?
- Let's talk about how you are guiding pupils' to reflect on the progress they have made and their emerging needs? Did you include enough opportunities for reflection in your lessons?
- Let's discuss the last 3 lessons for class XXX – can you tell me how you decided on the starter and plenary tasks for those lessons. Do you think they were effective?
- In your last lesson talk to me about your planning process to decide how much of the lesson would be presentation, repetition, practice and retrieval of critical knowledge and skills? Do you think you got the balance right? Are you giving the pupils enough chances to work independently?
- Looking at your last lesson, how could you increase challenge for the pupils that grasped the concept quicker than the others.

#### **S4 Classroom Practice**

##### **Phase E**

- Let's consider class talk – do you think you are including enough opportunities for the pupils to discuss the work? Are you modelling this effectively?
- Discuss where you used modelling effectively in this lesson or across a sequence of lessons. Do you think you are using enough variation in your modelling techniques, what more could you use in your lessons?
- Let's analyse your lesson plan.... Where did you decide that you needed to consider cognitive load when planning this lesson and what techniques did you use? Do you think they were effective?
- Are you getting the pupils to consider their own work, using metacognitive strategies to encourage independence? Let's discuss an incident where you have managed this.
- Let's choose 2 pupils and consider their progress in the last lesson – talk to me about how you think their learning went and what they need to do next lesson.
- Now that this lesson is complete, where do you need to take this class next lesson and next week. Talk to me about the next steps.
- Have you shared this lesson plan and resource with the department team? You should, it is really good.

#### **S5 Adaptive Teaching**

##### **Phase E**

- Let's talk about the progress of XXXXX (pupil with additional needs). Do you think they are making good progress? Is it time to talk to the SENCo? How could you do that? Can you discuss their needs and your strategies?
- Continuing with the progress of XXXX – talk me through your planning strategies for them for this lesson and sequence of lessons. Are your strategies working? Do you need to try something else?
- Talk me through how you adapted this lesson for your pupil premium pupils (change this for any group of pupils) – do you think your strategies are effective?
- Shall we talk about the seating plan? Is it working?
- Are you planning for enough group work in your lessons? Do you have any lessons coming up where you can utilise group talk more effectively? Is the seating plan optimum for this activity?
- You had a teaching assistant in the room for your last lesson – do you think you utilised them effectively for the target pupils? Let's discuss.
- Have you contacted home for pupil XX yet? Do you think it is time? Are you contacting home for the pupils who are doing well as well as those that might need some intervention?

### Relationships, Behaviour and Well-Being

#### **S1 High Expectations**

##### **Phase E**

- Do you think you are tenacious enough when encouraging pupils to learn from their mistakes? Can you give me an example of when you have done this?
- Talk to me about your mark book – let's discuss the progress of this class based on the data you have gathered.
- How effectively are you using the school behaviour policy? Can you think of some examples of where you have used it well recently and where you maybe missed opportunities?
- If you were about to have a parents' evening, are you confident you could talk about the school's vision and values?

#### **S7 Managing Behaviour**

##### **Phase E**

- Let's talk about your last lesson – how much did you consider the behaviour of the class in your planning and the activities you chose. Talk to me about your choices and how you think it went.
- Do you think you are mentioning aspirations and careers enough in your lessons? How well do you think you are encouraging the pupils to achieve their long term goals?
- Can you talk to me about the last time you spoke to a parent or sent a note/email home? Do you think you need to do this more?
- In your last lesson can you discuss how you supported the pupils to work intrinsically – do you think you are doing this across all your lessons?

### Focussing on Subject Knowledge and Curriculum

#### **S3 How pupils learn**

##### **Phase E**

- In the scheme of work, what lessons come next for class XXX? Can you tell me why these lessons follow on from the ones you have just taught? Does the sequence make sense to you?
- For the next sequence of lessons how do you plan to adapt the scheme of work to adapt for class XXX? Will you need to carry out significant adaptation, and what will that look like?
- Let's discuss literacy in your lessons – do you think you are modelling how to create high quality writing enough? Are you introducing key vocabulary effectively?
- For your last lesson let's unpick the language that you used. Talk to me about the subject specific words and how you encouraged the pupils to use them accurately.
- Do you think you still have some subject knowledge gaps based on your last sequence of lessons or your future sequence of lessons? How can you effectively fill those gaps – where can you go for the knowledge?
- Your RPK requires you to discuss scholarship relating to a particular pedagogical focus – talk to me about a paper you have read recently and what you learnt from it – how can you use this knowledge in your teaching?

## Focussing on Assessment

### S6 Assessment

#### Phase E

- Consider your last lesson – talk to me about the assessment moments in the lesson. Did you give the pupils enough time to complete the assessment and consider your feedback?
- Are you using questioning effectively as a method of in class assessment – are you giving pupils enough time to respond? Are you being inclusive in your questioning? Does everyone have a chance to feedback to the class?
- Show me the marking from your last test/set of books. Do you think the comments will enable the pupils to improve?
- Think about your last sequence of lessons for class XXX – let's talk about how you have been getting pupils to think about the work they are doing and how they can improve. Are you giving enough time to this kind of assessment? Are you encouraging individual thoughtful feedback?
- Let's look at your mark book and consider your assessment data – what do you do with it once you have collected it? Can you tell me about an episode where you have intervened and had success in a pupil moving forward?
- Are you modelling ideal answers to your pupils in lessons? How do you do this?
- Discuss how you have used peer assessment in recent lessons or talk to me about how you could have used it in the lesson I just watched.
- What are you learning from your marking and moderation experiences? How is this informing your future planning?

### S8 Professional Behaviours

#### Phase E

- Can you identify any professional development sessions (uni sessions, PS uni sessions, PS at school or other CPD) that have a direct link to your lessons? Can you see how the knowledge you built up is being seen in action in a particular lesson?
- How have you been engaging in professional development opportunities and how are you seeing these impact on your pupils' learning?
- Talk to me about how you are building up your subject knowledge recently – are you engaging with the professional bodies associated with our subject?
- How are you ensuring that the support provided by TAs in lessons is additional to rather than a replacement for support from the teacher?
- How are you reflecting on the progress you have made, recognising your strengths, and identifying next steps for further improvement? Talk to me about a recent lesson that shows this.
- Talk to me about all the opportunities you have had to contact parents? Do you need to organise more?
- Are you getting involved in the wider aspects of school life? Have are things going in your form group?
- Talk to me about a particularly brilliant lesson you have observed this week.

## Part 2 (Part 2 of the Teacher Standards)

### Phase E

- What does it mean to have a commitment to upholding the high standards of the teaching profession, within and outside school? What does this look like to you?
- Describe how you have developed appropriate professional relationships with colleagues and pupils? Can you give me an example of a good relationship you have made with a pupil and the positive effects this had had on the pupil and you?
- Are you able to safeguard pupils' well-being, in accordance with statutory provisions? Talk me through the safe guarding procedures in school.
- Do you understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? What does this look like in school?
- Talk to me about the challenges of teaching in modern British schools?
- Are you aware of the Prevent strategy and its implications?
- Do you understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? How does this impact on our teaching?
- Do you understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
- How do you display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?
- Do you understand and apply the range of policies that support school practice and act on these in your planning, teaching and wider involvement in the life of the school?
- Do you know how to take appropriate responsibility for your own and pupils' well-being in the classroom and during off-site activities or visits?
- Are you aware of and do you act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document?



**Guidance on Evidence – Pedagogy Focus**

Scope TS2	Examples of evidence
Be accountable for pupils' attainment, progress and outcomes	<ul style="list-style-type: none"> <li>• Lesson plans show a variety of teaching approaches to meet lesson objectives.</li> <li>• Evidence of adaptive teaching in lesson planning.</li> <li>• Lesson plans show secure subject knowledge and show activities are sequenced to meet lesson objectives.</li> <li>• Evidence of marking and feedback to pupils which enable pupils to reflect on their learning.</li> <li>• Giving pupils the chance to respond to feedback.</li> <li>• Evidence of supporting pupils to build on key concepts and processes, assessment for and of learning, assessment informing next lesson planning.</li> <li>• Showing an appropriate range of AfL strategies to check for pupil understanding and plenaries that pull the learning together.</li> <li>• Monitoring and marking of summative assessment, examples of pupils' work assessed in relation to assessment criteria.</li> <li>• Evidence of assessing prior learning through retrieval practice.</li> <li>• Evidence that pupils are able to apply new knowledge and understanding.</li> <li>• Lesson evaluations which include analysis of the progress of different attainment groups within the class.</li> <li>• Evidence of target setting and diagnostic verbal and written feedback.</li> <li>• Markbooks/marksheets – record of pupil progress.</li> <li>• Evidence of intervention and impact; even if outcomes or progress is limited, is there evidence of actions?</li> <li>• Use peer and self-assessment to get pupils to reflect on their own progress and set goals.</li> <li>• Evidence of building pupils' self-evaluation into lesson planning.</li> </ul>
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> <li>• Planning is matched to pupils' prior attainment and other sources of information that indicate barriers to learning (eg SEND register, Vulnerable student register); data is evaluated and acted on in lesson planning.</li> <li>• Use of formative assessment to establish prior knowledge at start of topic/lesson and evident in planning.</li> <li>• Use of summative assessment to inform planning – eg previous attainment, predicted grades, flight paths, etc.</li> <li>• Questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning .</li> <li>• Evidence of medium and long term planning from school schemes of work.</li> <li>• Use of flexible seating plans.</li> </ul>
Guide pupils to reflect on the progress they have made and their emerging needs	<ul style="list-style-type: none"> <li>• Evidence of giving timely feedback to pupils.</li> <li>• Evidence of marking to success criteria; pupils select/write own success criteria.</li> <li>• Evidence of next step targets in books and pupils' responses to these.</li> <li>• Evidence of verbal feedback in lessons and pupils' responses.</li> <li>• Use of self-assessment and peer assessment techniques.</li> <li>• Use of strategies to encourage the learners to reflect on the learning process / involve pupils in target setting.</li> </ul>
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<ul style="list-style-type: none"> <li>• Make good use of knowledge and understanding of how pupils learn to inform teaching.</li> <li>• Evidence of breaking material down into steps.</li> <li>• Evidence of planning for misconceptions and encouraging students to share points of confusion.</li> <li>• Evidence of planned practice and retrieval practice to allow students to succeed when undertaking challenging tasks.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of how pupils learn to reflect and improve teaching on specific needs e.g. Dyslexia, ASD, ADHD. This informs teaching practice and reasonable adjustments are evidenced in planning and in the classroom.</li> <li>• Reflections of own teaching through lesson evaluation</li> </ul>
Encourage pupils to take a responsible and conscientious attitude to their own work and study	<ul style="list-style-type: none"> <li>• Evidence of secure relationships with pupils.</li> <li>• Target setting and diagnostic oral and written feedback.</li> <li>• Lesson plans show planned learning to promote active thinking, independent learning and for pupils to plan and manage their own learning.</li> <li>• Effective questioning.</li> <li>• Setting appropriate and challenging lesson objectives.</li> <li>• Use of praise and rewards in line with school policies and attitude to learning.</li> </ul>

Scope TS4	Examples of evidence
Impart knowledge and develop understanding through effective use of lesson time	<ul style="list-style-type: none"> <li>• Lesson observations – subject knowledge and understanding is evident in planning and teaching.</li> <li>• Lesson observations show high level of productivity and engagement and show good progression in pupil learning.</li> <li>• Use of effective explanations and scaffolding to break down tasks.</li> <li>• Questions are well planned and executed and think time is implemented.</li> <li>• Use of well planned paired and group work.</li> <li>• Activities allow pupils to practice and consolidate new knowledge and skills.</li> <li>• Use of TAs for effective learning.</li> </ul>
Promote a love of learning and children's intellectual curiosity	<ul style="list-style-type: none"> <li>• Lesson observation shows intrinsic passion for subject.</li> <li>• Teacher as positive role model setting the right tone for learning.</li> <li>• Evidence of modelling processes; using concrete examples to explain abstract concepts, demonstrating, using live modelling, making the steps in a process memorable.</li> <li>• Use of effective collaborative and paired activities.</li> <li>• Evidence of encouraging pupils' questions/ ideas and opportunities for deep questioning and curiosity to be aroused.</li> <li>• Evidence that pupils' ideas have fed into the lesson(s).</li> <li>• Promoting reading for pleasure.</li> <li>• Engagement in wider school activities to promote love of learning.</li> </ul>
Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired	<ul style="list-style-type: none"> <li>• Lesson plans which show homework set is relevant, stimulating and consolidates learning.</li> <li>• Examples of marked homework.</li> <li>• Evidence of homework integrated into mid-term and long term planning.</li> <li>• Participation in extra-curricular clubs, school trips, concerts, etc.</li> </ul>
Reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> <li>• Lesson evaluations and evidence that lessons have been modified in the light of evaluation.</li> <li>• Lesson observation feedback; progress made between lesson observations and response to targets.</li> <li>• Annotated planning reflecting these changes.</li> <li>• Effective formative and summative assessment.</li> <li>• Completion of peer observations.</li> <li>• Contribution/participation in CPD activity to improve teaching and how this has impacted on your teaching with particular classes.</li> </ul>

Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	<ul style="list-style-type: none"> <li>• Linking lessons to real life contexts.</li> <li>• Adapting schemes of work – creative curriculum.</li> <li>• Reviewing departmental resources.</li> <li>• Participation in an enrichment activity linked to your subject.</li> </ul>
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<b>Scope TS5</b>	<b>Examples of evidence</b>
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	<ul style="list-style-type: none"> <li>• Lesson planning shows use of prior data and knowledge of vulnerable groups.</li> <li>• Lessons are planned around learning objectives that stretch and challenge all pupils with subsequent evaluations.</li> <li>• Effective use of AfL strategies to support and challenge.</li> <li>• Differentiated questioning informed by data.</li> <li>• Personalised or adapted resources for groups.</li> <li>• Flexible use of groupings/pairings.</li> <li>• Understanding and using a variety of teaching and learning strategies.</li> <li>• Markbook shows that all pupils make progress over time.</li> <li>• Effective use of support staff in planning and delivery (notes for support staff).</li> </ul>
Have a secure understanding of how a range of factors inhibit pupils' ability to learn, and how best to overcome these.	<ul style="list-style-type: none"> <li>• Knowledge of vulnerable groups shown in planning.</li> <li>• Adaptive teaching through planning and observation shows understanding of how children learn.</li> <li>• Knowledge and application of up-to-date teaching pedagogies shown through planning and observation.</li> <li>• Use of opportunities to promote literacy and numeracy.</li> <li>• Evidence of appropriate use of TAs, provision maps/pupil profiles, decisions with support staff.</li> <li>• Professional studies sessions, curriculum studies sessions, other CPD</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Lesson plans show an understanding of next steps based on pupils' needs.</li> <li>• Application of appropriate strategies that are personalised to the learner.</li> <li>• Professional studies sessions, curriculum studies sessions, other CPD: an ability to articulate why pupils need a particular type of approach.</li> <li>• Meetings with SENCo, IEP, pupil progress meetings all show personalisation</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Lesson planning shows use of prior data, knowledge of vulnerable groups, SEND, EAL and higher attainers.</li> <li>• Effective use of assessment for learning strategies.</li> <li>• Lesson plans show explicit personalisation.</li> <li>• In observation, resources created show an awareness of then need to personalise; lesson delivery is inclusive.</li> <li>• Written feedback and pupil/ parent meetings show understanding of different needs.</li> <li>• Evidence of appropriate methods of assessment and next steps.</li> <li>• Effective use of support staff in planning and delivery (notes for support staff).</li> </ul>

**Guidance on Evidence – Behaviour Focus**

Scope TS1	Examples of evidence
<p>Establish a safe and stimulating environment to pupils, rooted in mutual respect.</p>	<ul style="list-style-type: none"> <li>• Tone of voice and language is used to communicate appropriately with pupils.</li> <li>• Activities are planned and are relevant to the expected outcomes of the lesson.</li> <li>• Pupils are aware of the purpose of the lesson and are engaged in their learning, and willing to take risks.</li> <li>• High quality, effective resources are produced and used effectively to stimulate interest and support pupils' learning.</li> <li>• Where appropriate, planning includes risk assessment and pupils are briefed on Health and Safety.</li> <li>• Involvement in external visits with pupils and understanding of risk assessment procedures.</li> </ul>
<p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>	<ul style="list-style-type: none"> <li>• High expectations are communicated and modelled to pupils.</li> <li>• Lessons are planned around learning objectives that stretch and challenge all pupils with subsequent evaluations.</li> <li>• Learning objectives and success criteria are communicated to pupils.</li> <li>• Evidence of appropriate knowledge and understanding of pupil's background to aid impact on learning.</li> <li>• Use of pupil data to set targets.</li> <li>• Lesson plans with evaluations that incorporate adaptive teaching including pupils for whom English is an Additional Language or SEND.</li> <li>• Evidence of inclusive practices and personalised learning.</li> <li>• Extracurricular activities that help pupils reach their full potential.</li> </ul>
<p>Demonstrate consistently the positive attitudes, value and behaviour that are expected of pupils.</p>	<ul style="list-style-type: none"> <li>• Student teacher is consistently punctual, well-presented and adheres to school's policy on dress code.</li> <li>• Fair and positive interactions amongst pupils are promoted.</li> <li>• Enthusiasm for the subject is demonstrated.</li> </ul>

Scope TS7	Examples of evidence
<p>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.</p>	<ul style="list-style-type: none"> <li>• Lesson observations indicating use of appropriate school systems for classroom management including early interventions to manage low level disruption; evidence of consistent language and non-verbal signals for common classroom directions.</li> <li>• Lesson evaluations.</li> <li>• Pupil feedback.</li> <li>• Clear, visible classroom rules; evidence of class agreement on rules.</li> <li>• System of rewards/consequences.</li> </ul>
<p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	<ul style="list-style-type: none"> <li>• Evidence of use of school rewards and sanctions</li> <li>• Lesson observations indicating use of appropriate school systems for classroom management.</li> <li>• School policies &amp; 'non-negotiables' are actioned consistently.</li> <li>• Evidence of following up of behaviour outside of class.</li> <li>• Lesson evaluations.</li> <li>• Pupil feedback.</li> <li>• Communications with parents.</li> </ul>
<p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	<ul style="list-style-type: none"> <li>• Lesson observations indicating use of appropriate school systems for classroom management.</li> <li>• Lesson plans showing how you develop intrinsic motivation to learn your subject.</li> <li>• Lesson evaluations.</li> <li>• Pupil feedback.</li> <li>• Use of LSA or TA.</li> <li>• Evidence of liaising with key staff (SENCO, AHoY, etc)</li> <li>• Use of EHC's for planning.</li> <li>• Evidence of personalisation and adaptive teaching.</li> <li>• Evidence of pupil progress (eg through assessments, markbooks).</li> <li>• Use of classroom environment and displays; layout of classroom; seating plans</li> <li>• Use of school rewards.</li> <li>• Communications with parents.</li> </ul>
<p>Maintain good relationship with pupils, exercise authority and act decisively when necessary.</p>	<ul style="list-style-type: none"> <li>• Lesson observations indicating use of appropriate school systems for classroom management.</li> <li>• Lesson evaluations.</li> <li>• Evidence of informal mentoring.</li> <li>• Consistency when dealing with poor behaviour</li> <li>• Restorative justice meetings</li> <li>• Wider school duties (eg break time, lunchtime, bus duties)</li> <li>• Evidence of form tutor role</li> </ul>

**Guidance on Evidence – Subject Knowledge and Curriculum Focus**

Scope TS3	Examples of evidence
<p>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p>	<ul style="list-style-type: none"> <li>• Lesson observations indicating good subject knowledge and understanding.</li> <li>• Subject knowledge audit shows progress to address gaps in subject knowledge over time.</li> <li>• Lesson plans and observations show a good ability to pre-empt misconceptions and address misconceptions 'in the moment'.</li> <li>• Lesson plans show a good knowledge and understanding of both National Curriculum statutory requirements and KS4 examination specification(s) (eg use of assessment criteria)</li> <li>• Planning shows appropriate challenge, personalisation and questioning.</li> <li>• Delivery shows adaptive teaching in action.</li> <li>• Evidence of retrieval practice to build automatic recall of in building key knowledge; low-stakes testing and quizzing.</li> <li>• Evidence of departmental moderation of summative assessment at KS3 and KS4.</li> <li>• Evidence of a variety of strategies that motivate and interest pupils and that encourage acquisition of independent learning.</li> <li>• Modelling own interests, identifying and signposting to further activities.</li> <li>• Use of outdoor learning where appropriate.</li> <li>• Classroom environment supports pupil learning.</li> </ul>
<p>Demonstrate a critical understanding of developments in the subject and curriculum areas, promote the value of scholarship.</p>	<ul style="list-style-type: none"> <li>• Reflections on your own teaching through lesson evaluations, APK and RPK assignments.</li> <li>• Observations which show integration of new developments from scholarship and impact on learning.</li> <li>• Attendance of or contribution to acquisition of new understanding in staff meetings, INSET, other CPD.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Mentor and professional tutor observations show high standards of literacy in all professional activities (eg. communication with parents, pupils and pupils' resources, board work, etc).</li> <li>• Evidence of teaching which challenges pupils to use higher levels of literacy in questioning or written tasks.</li> <li>• Evidence of promoting pupils' speaking and listening skills.</li> <li>• Marking which focuses on literacy and enforces school policies.</li> <li>• Evidence in lessons of applying whole school literacy policies (eg key vocabulary -high frequency and high utility Tier 3 language in your subject; use of writing frames; use of plan, draft, review in written activities, etc)</li> </ul>

**Guidance on Evidence – Assessment Focus**

Scope (TS6)	Examples of evidence
<p>Know and understand how to assess relevant subject and curriculum areas, including statutory assessment requirements</p>	<ul style="list-style-type: none"> <li>• Evidence of planning for assessments using success criteria in lesson plans.</li> <li>• Evidence of accurate use of assessment to identify gaps and plan next steps.</li> <li>• Evidence of building an assessment for summative purposes.</li> <li>• Attendance at departmental moderation meetings; work sampling.</li> <li>• Subject knowledge audit.</li> <li>• Pupil progress meetings.</li> </ul>
<p>Make use of formative and summative assessment to secure pupils' progress.</p>	<ul style="list-style-type: none"> <li>• Observations of lessons showing planned formative assessment linked to progress.</li> <li>• Observations of lessons showing planned summative assessment linked to progress.</li> <li>• Observations and lessons plans show differentiated questioning.</li> <li>• Lesson plans that check for prior knowledge and misconceptions in your subject.</li> <li>• Lesson plans and observations of other forms of feedback (eg verbal, well supported peer and self assessment).</li> <li>• Evidence of high quality marking indicating next steps.</li> <li>• Evidence of interventions including higher attainers and other groups.</li> <li>• Evidence of using information from previous/current teachers to inform planning.</li> <li>• Pupil progress meetings.</li> </ul>
<p>Use relevant data to monitor progress, set targets and plan subsequent lessons.</p>	<ul style="list-style-type: none"> <li>• Evidence of understanding school data systems and assessment practices.</li> <li>• Markbooks/records.</li> <li>• Lesson observations.</li> <li>• Evidence of short term/medium term planning.</li> <li>• High quality feedback on student work showing evidence of implementation of school policies.</li> <li>• Attendance at parents' evenings.</li> <li>• Quality of report writing.</li> </ul>
<p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<ul style="list-style-type: none"> <li>• Lesson observations.</li> <li>• Evidence of pupils' data in mark books and lesson plans.</li> <li>• High quality feedback on student work showing evidence of implementation of school policies.</li> <li>• Evidence of efficient approaches to marking.</li> <li>• Student assessment feedback evidenced in books.</li> <li>• Evidence of student self-assessment, sharing model work and highlighting key details.</li> <li>• Evidence of students articulating next steps in their learning.</li> <li>• Quality of reports and attendance at parents' evenings.</li> </ul>

**Guidance on Evidence – Professional Behaviour Focus**

Scope (TS8)	Examples of evidence
Make a positive contribution to the wider life and ethos of the school.	<ul style="list-style-type: none"> <li>• Evidence of participation in extracurricular activities.</li> <li>• Educational visits.</li> <li>• Evidence of sharing good practice.</li> <li>• Evidence of whole school involvement (eg development groups, staff meetings).</li> <li>• Evidence of pastoral responsibilities.</li> <li>• Developing and contributing to development of schemes of work.</li> <li>• Supporting school in Open Evenings, charity events, drama productions, etc.</li> </ul>
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> <li>• Changing practice in light of feedback from lesson observations.</li> <li>• Lesson planning with colleagues and developing new schemes of work.</li> <li>• Peer observations.</li> <li>• Mentor meeting records.</li> <li>• Taking responsibility for own and group CPD.</li> <li>• Working with colleagues to run after school clubs, school performances.</li> <li>• Evidence of deploying TAs to enhance learning opportunities, notes for support staff.</li> <li>• Playing active part in staff meetings/ INSET.</li> <li>• Evidence of seeking support when appropriate.</li> <li>• Email messages (tone...)</li> <li>• Maintaining confidentiality in and out of school.</li> </ul>
Deploy support staff effectively.	<ul style="list-style-type: none"> <li>• Lesson plans and observations of the work of support staff in the classroom to support teaching and learning (TAs, technicians, admin staff)</li> <li>• Feedback from TAs/support staff</li> <li>• Pupil progress/ assessment</li> <li>• Planning evidence and quality of students' work.</li> </ul>
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<ul style="list-style-type: none"> <li>• Lesson self-evaluations.</li> <li>• Completion of SMART target setting from weekly formal observations and from PPP forms.</li> <li>• Observations of other teachers that impact on your own teaching.</li> <li>• Evidence of seeking feedback and critique from mentor/other colleagues.</li> <li>• Peer observation.</li> <li>• Showing and sharing good practice.</li> <li>• Evidence of the trainee's ability to be reflective in evaluating their own needs and development.</li> <li>• Evidence of professional development and impact on pupil learning.</li> <li>• Evidence of engaging critically with research and using evidence to critique practice.</li> <li>• Subject knowledge audit.</li> </ul>
Communicate effectively with parents with regard to pupils' achievements and well being.	<ul style="list-style-type: none"> <li>• Liaison with parents (parents' evening with reports and records of consultations).</li> <li>• Communications with parents (written and oral communications).</li> <li>• Evidence of contribution to report writing.</li> </ul>



Scope (Part 2)	Examples of evidence
<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>	
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <p>Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;</p> <p>Having regard for the need to safeguard pupils' well being, in accordance with statutory provision;</p> <p>Showing tolerance of and respect for the rights of others;</p> <p>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;</p> <p>Ensuring that personal beliefs are not expressed in what which exploits pupils' vulnerability or might lead them to break the law.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Working with the school's equality policy and procedures</li> <li>• Applying school policies at all times, e.g. health and safety, e-safety, risk assessments before trips; homework etc</li> <li>• Observation - clear link between vision, ethos, policy &amp; practice with class and across school</li> <li>• Tutor role / assemblies</li> <li>• PSHE teaching: tolerance/faith/beliefs; democracy/individual liberty</li> <li>• Diversity and inclusion through your subject teaching</li> <li>• Safeguarding issues</li> <li>• Helping young people to become confident and successful learners</li> <li>• Dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, transphobia, sexism, religious prejudice, personal appearance</li> <li>• Out of class activities</li> <li>• Evaluations of training in safeguarding</li> <li>• Phase forms: Part 2 consistently evidenced through all professional activity in school.</li> </ul>