

SCHOOL OF EDUCATION AND SOCIAL WORK

Primary and Early Years Education BA
Professional Development Tracker: Yrs 2 & 3

US

UNIVERSITY
OF SUSSEX

Student	
Course	Primary & Early Years BA (BAPEYE)

Who uses the Professional Development Tracker (PDT)?

Students - This tracker is to be used throughout Yrs. 2 and 3 of the BAPEYE course for self-assessment, and for joint assessment with the mentor, which will inform target setting. It should be read alongside the BAPEYE Yr. 2 and 3 Placement Handbooks

Always have your copy of the PDT whilst on school experience placement. You may also be asked to bring your tracker to specific taught sessions and to academic advisor meetings to discuss your progress.

Each week the student needs to:

1. **Self-Assess** – Each week reflect on their progress against each standard using the PPT.
2. **Joint-Assess** - Each week in mentor meetings the mentor and trainee reflect on progress and update the tracker as appropriate. Jointly highlight the tracker to record progress using different colours for each phase: Yr. 2 School Experience highlighted in **yellow**. Yr. 3 School Experience highlighted in **green**.
3. **Keep a record of mentor meetings**

Mentors – This Professional Development Tracker (PDT) is to be used throughout the placement to support the setting of formative targets, in mentor meetings and to complete the summative Professional Practice Profiles (PPP) forms PPPB & PPPC (Yr. 2 placement) and PPPD & PPPE (Yr. 3 Placement).

University Placement Supervisors– The use of this document forms an essential part of a school visit. Completion of tasks along with evidence of the students' progress must be evaluated on school visits.

The Core Content Framework and the Teachers' Standards

The **Teachers' Standards** (TS) define the minimum level of practice expected at the end of students' training.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

The **Core Content Framework** (CCF) defines the minimum entitlement of all trainee teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

The ITT Core Content Framework sets out two types of content. Within each area, there are **key evidence statements**.

- **'Learn that...'** statements describe the *knowledge* and *understanding* that students must acquire.
- **'Learn how to...'** statements describe the *key skills* that students must acquire.

The BA Primary & Early Years curriculum addresses the 'Learn that... ' statements through our campus-based teaching. The 'Learn how to... ' statements are largely addressed through professional practice. These 'Learn how to... ' statements are the basis for the tasks that students' will complete whilst on professional practice and are outlined in this document.

The CCF comprises 8 standards (*shown in yellow*) which reflect the 8 Teacher Standards (*shown in blue*) and which are organised into 5 core areas:

Pedagogy	Teacher Standard	Behaviour Management	Teacher Standard	Curriculum	Teacher Standard	Assessment	Teacher Standard	Professional Behaviours	Teacher Standard
S2 How Pupils Learn	TS2	S1 High Expectations	TS1	S3 Curriculum	TS3	S6 Assessment	TS6	S8 Professional Behaviours	TS8
S4 Classroom Practice	TS4	S7 Managing Behaviour	TS7					Part 2 Personal and Professional Conduct	Part 2
S5 Adaptive Teaching	TS5								

This document is designed to support the student, their mentor and university placement supervisor plan the trainee's progress towards meeting the Teachers' Standards.

Phase A Finding Out	Phase B Trying Out	Phase C Consolidating	Phase D Securing	Phase E Enhancing
Completed through Yr. 1 Professional Practice	Most likely to be met in BAPEYE Yr. 1 and Yr. 2	Mostly likely to be met in BAPEYE Yr. 2	Mostly likely to be met in BAPEYE Yr. 3	Mostly likely to be met in BAPEYE Yr. 3

Evidence

As you progress through your Yr. 2 and Yr. 3 placements you are required to collect evidence from your classroom practice to show how you are working towards meeting the Teacher Standards.

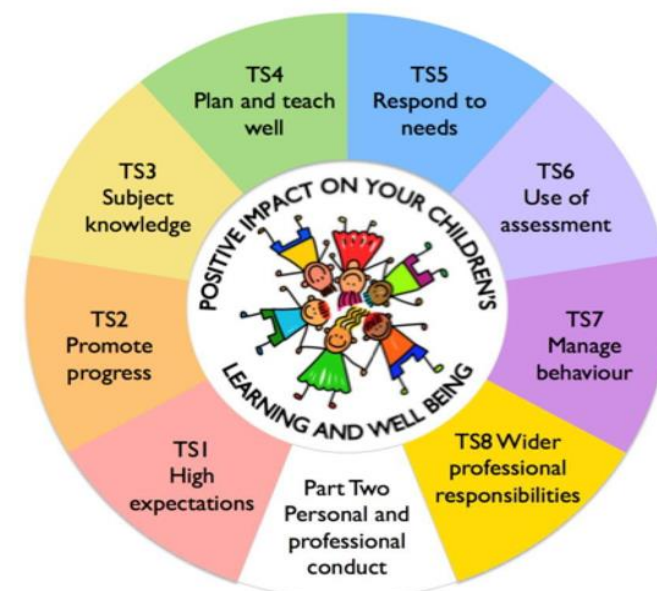
- Evidence should be kept in your placement file under the 5 core areas listed below.
- The organisation of your placement file is outlined in the placement handbook

Core Area	CCF Focus	National Teacher Standards
Core Area 1	Pedagogy	TS2, 4 & 5
Core Area 2	Behaviour Management	TS 1 & 7
Core Area 3	Curriculum	TS3
Core Area 4	Assessment	TS6
Core Area 5	Professional Behaviour	TS8 & Part 2

	1	2	3	4	5
TS 1: Set high expectations which inspire, challenge and motivate pupils					
TS 2: Promote good progress and outcomes by pupils					
TS 3: Demonstrate good subject and curriculum knowledge	Reflective Journals				
TS 4: Plan & teach well-structured lessons					
TS 5: Adapt teaching to respond to the strengths and needs of pupils					
TS 6: Make accurate and productive use of assessment					
TS 7: Manage behaviour effectively to ensure a good and safe learning environment					
TS 8: Fulfil wider professional responsibilities					
Part II: Personal & professional conduct					

Teacher Standard 3 is assessed by your CK1, CK2 and Ck3 Reflective Journals

READING: Lansdown, M. (2018) A quick guide to meeting the teachers standards. St Albans. Critical publishing



Core Area 1: Pedagogy	Suggested Evidence
<p>Teacher Standards</p> <p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study. <p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 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 • 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"> ✓ Lesson planning – annotated and highlighted to show how you have used pupils' prior knowledge and have adjusted teaching to meet the needs of individuals. ✓ Examples of assessments and pupil tracking data – annotated to show how you have used this information to inform your planning ✓ Examples of any target setting – academic or behavioural – annotated to show how you responded to these targets in the classroom and the impact on the pupil(s) ✓ Notes of meetings with your mentor or the SENDCo in which specific pupils' progress has been discussed. ✓ Examples of your marking – annotated and showing the pupils' response to and improvement as a result of your marking <ul style="list-style-type: none"> ✓ Planning documents that show a sequence of a number of linked lessons and that show how your teaching builds on pupils' prior learning. These must be <u>evaluated</u> and should show the <i>impact</i> of your teaching on pupil progress. ✓ Lesson observations comments that highlight pupils prior knowledge or show how you have contextualised learning (e.g. <i>By making reference to previous learning</i>), demonstrate pupil engagement with your lessons, your effective use of lesson time (pace), effective resourcing of lessons or the effective modelling of complex concepts, questioning, promoting pupil discussion or the setting of homework – annotated. ✓ Any comments by pupils or parents that show that children are enjoying their learning with you r descriptions of out-of-hours learning you have been involved in. <ul style="list-style-type: none"> ✓ Lesson planning which clearly shows how you have adapted plans to meet the full range of pupils needs. ✓ Examples of work set for pupils of differing abilities – annotated to show how the pupils responded. ✓ Specific planning for pupils with complex learning needs ✓ Lesson observation comments or notes from mentor meetings that show how you have acted on advice given to you to support specific pupils. ✓ Evidence of your attendance at training, or from your university work that supports your knowledge of working with pupils with additional learning needs – annotated to show how you acted on this training. ✓ Tutor and mentor observations that specifically show how you adapt your teaching to ensure age-appropriate provision for pupils e.g. <i>through small group teaching, differentiated tasks, examples of 'before and after' pupils work</i> – annotated to explain the context and impact of your teaching. ✓ Evidence from your case-study child work showing how you are adapting provision in light of your knowledge of this specific child.

Core Area 2: Behaviour Management	Suggested Evidence
<p>Teacher Standards</p> <p>I Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <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 • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<ul style="list-style-type: none"> ✓ Photographs of classroom displays, class charters and agreed rules – annotated to show how you support and promote these ✓ Lesson observations that make specific reference to the environment, or to the positive behaviour of pupils and your role in this – highlighted and annotated ✓ Lesson planning that specifically shows how you use the environment or target setting to support learning ✓ Risk assessments, SEND or behaviour support plans ✓ Tutor and mentor lesson observations that refer specifically to the clear use of rules, routines, sanctions, rewards and praise annotated to show the impact of your strategies to manage pupil behaviour. ✓ Photographs of classroom displays which make specific reference to behaviour, class charters and agreed rules – annotated to show how you support and promote these ✓ Individual behaviour plans (IBP's) ✓ Tutor or mentor observation reports which make specific reference to your handling of challenging or difficult situations, including the strategies you used and the impact of these – evaluated to show your reflections on each situation. ✓ Anonymised behavioural records – annotated to show how you have used this information in your teaching. ✓ Notes of mentor meetings in which specific reference has been made to strategies to manage pupil behaviour- annotated to show how you have acted on this advice.

Core Area 3: Curriculum	Suggested Evidence
<p>3 Demonstrate good subject and curriculum knowledge</p> <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 • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • 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 • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<ul style="list-style-type: none"> ✓ Lesson observation records with comments made by your mentor which demonstrate your developing subject knowledge. Look for comments which refer specifically to subject knowledge, including where relevant the EYFS curriculum. ✓ Lesson observation records with comments made by your mentor which refer to imaginative and creative planning – for instance where you may have made some of the more mundane areas of learning more appealing to children. ✓ Lesson observation records with comments made by your mentor which show how you have addressed pupils' misunderstandings. Can you show how you have turned children's misunderstandings into opportunities for learning? You may also have evidence from marking that demonstrates how you have helped to address children's misunderstanding. Alternatively, you may have a photograph of a display or working wall which celebrates children learning from their errors. This could be annotated and used as evidence. ✓ Samples of pupils work that show that you have focused on the use of standard English (e.g. <i>word order, verb tenses, irregular plural nouns, formal versus informal language</i>). Annotate this to explain what you were teaching. ✓ Samples of pupils work where you have focused on teaching subject specific language (e.g. Scientific or mathematical vocabulary) ✓ Lesson observation records with comments made by your mentor that highlight your ability to teach systematic synthetic phonics ✓ Lesson plans, assessments of materials that show how and why they were used with the pupils in questions. Annotate these to explain the stage of learning the pupils were in, along with any contextual information about the teaching and learning. ✓ Your own observations of colleagues teaching phonics showing what you have gained from these observations and how you plan to put this learning into practice.

Core Area 4: Assessment	Suggested Evidence
<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> ✓ Examples of your marking which demonstrate sound judgement in relation to national age-related benchmarks ✓ Examples of formative assessment: observations, marked work illustrating next steps, annotated lesson plans - showing what you did with this test information to inform your planning. ✓ Examples of summative assessment: tests – showing what you did with this test information to inform your planning. ✓ It is <u>essential</u> here, that you show what you did with the assessment information to improve pupil outcomes.

Core Area 5: Professional Behaviour	Suggested Evidence
<p>Teacher Standards</p> <p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being. <p>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <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> <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"> • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> ✓ Reports, e-mails and messages (anonymised) from teachers, parents, governors and other school staff recognising your contribution to the school. Notes of meetings with parents and the impact of these. ✓ Photographs or other evidence showing how you have contributed to after-school clubs and events. ✓ Mentor meeting notes that specifically show how you have sought support, reflected and acted on advice during your placement – annotated to show the impact of this advice and your actions on teaching and learning. ✓ Mentor and tutor observations that make specific reference to the deployment of support staff – annotated so that you intentions around the deployment of staff are clear. <i>E.g. to support a group of higher attaining pupils in a Science investigation.</i> ✓ Notes of meetings with your TA, or guidance provided to enable them to work effectively – notes, timetables, comments on lesson plans, TA communication book etc. <ul style="list-style-type: none"> ✓ Examples from your case study child which show how you have built a professional relationship with this child. ✓ Annotated extracts from the schools' safeguarding policy showing how you have acted on the schools policy (anonymised) ✓ Lesson plans from RE or Personal, Social, Health & Citizenship Education (PSCHE) lessons – evaluated ✓ Behaviour records and IBP's, notes of meetings with parents of challenging pupils, notes of meetings with other professionals e.g.: <i>behaviour service, youth offending team, social care etc.</i> – anonymised and annotated to show how you have acted on these discussions. ✓ PPPB/C/D/E forms which make reference to your attendance, punctuality and professional conduct

Evidence– What to avoid

- × Whole copies of school policies which say nothing about your own practice engagement with them
- × Unsubstantiated claims in your commentary e.g. ‘I always have high expectations of pupils’ or ‘I always try to make my lessons interesting and fun’. Show us don’t tell us.
- × Sweeping claims about the impact of your teaching which are not supported by evidence
- × Lesson plans that have not been evaluated, or annotated to show why they have been selected
- × Individual lesson plans – always aim to provide a *sequence* of lessons and provide a few compelling examples of children’s work to show the **impact** of your planning & teaching.
- × Examples of ‘worksheets’ or examples of pupils work with no annotation, context or evidence of impact
- × Assessment information or data with no commentary explaining its significance or telling us what you have done with this information.
- × Examples of marking which fail to show how the pupil responded to your feedback
- × Theoretical evidence, for instance from University sessions – where no link has been made to the impact of this on your practice.

Evidence – Top ten checklist







1. Does the material I have selected *match precisely* the wording of the standard/strand in question?
2. Does it evidence my *impact on pupils’ progress* (e.g. academic, behavioural, and social)?
3. Does it evidence *embedded practice over time* (e.g. in a sequence of lessons) or is it simply a one-off?
4. Does it *illustrate clearly* exactly what I want the verifier to look at?
5. Have I clearly *highlighted the key features* so they stand out from the background information?
6. Have I *annotated the evidence* and explained the context for learning, simply and clearly?
7. Have I *explained and justified* my reasons for selecting the evidence simply and clearly?
8. Does it draw on *a range of contexts* for learning (e.g. different age groups, classes, schools, subjects and ability groups)?
9. Does it include a *range of professional or other voices* (e.g. mentor, tutor, Headteacher, deputy Headteacher, SENDCo, parents, governors, pupils)?
10. Does it contribute to a *holistic, evidence bundle style array* of evidence?

Lansdown, M. (2018) A quick guide to meeting the teachers standards. St Albans. Critical publishing





Teachers' Standard 1	Year 2 Placement		Year 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Set High Expectations which will inspire motivate and challenge all children	Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.			
	<p>You have spent time in and out of the classroom talking and playing with the children and have found out about some of their interests.</p> <p>You attempt to link the learning to the children's interests.</p>	<p>You are able to encourage children to participate and contribute in an environment conducive to learning.</p> <p>You are able to develop a rapport with most learners (individuals and groups) and the majority of children are engaged in their learning.</p>	<p>You develop children's ability to learn and you teach skills such as motivation, resilience, perseverance and collaboration both discretely and across other lessons.</p>	<p>You constantly encourage children to participate and contribute developing an atmosphere that is highly conducive to learning, often using innovative strategies.</p> <p>There are high levels of mutual respect between you and the children and between children.</p> <p>The children have equal status within the class.</p>
	Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.			
<p>You can describe some of the expectations within the class regarding children's learning behaviour and how these are communicated and established.</p> <p>You demonstrate respect for the children, speaking calmly and politely to them and are developing your active listening skills.</p>	<p>You generally set high but realistic expectations of children in your class.</p> <p>You can show examples of ways that you have set appropriately high expectations, believing that all children have the potential to make progress, challenging children of all backgrounds, attainment levels and dispositions.</p> <p>You are generally well respected by the children and can effectively teach and promote children's resilience, confidence and independence when tackling challenging activities.</p>	<p>Your planning and teaching shows an understanding of how to motivate children through</p> <ol style="list-style-type: none"> providing a context and developing a purpose for learning, using high quality texts selecting 'hooks' -high quality resources which appeal to children planning for children's autonomy and providing choice <p>You use strategies to support the learning and progress of underperforming groups/individuals.</p>	<p>You are using the previously listed strategies to engage and support the learning for all children. These are clearly linked to the learning focus.</p> <p>Your use of context extends engagement and is often planned to support children's conceptual understanding.</p> <p>You are becoming very effective in developing children's ability to learn, and you teach and promote learners' resilience, confidence and independence.</p>	
Demonstrate and model the positive values, attitudes and behaviours expected of children.				
<p>You are developing your teacher presence and most of the time the children are responding to your leadership role.</p> <p>You are aware of the school ethos and the attitudes, values and behaviours expected of the children.</p>	<p>The children view you as fair.</p> <p>You consistently demonstrate professional behaviour, respect for children, colleagues, parents and carers and support the ethos of the school.</p>	<p>You demonstrate enthusiasm for working with children and young people and for teaching and learning.</p>	<p>You generate high levels of enthusiasm, participation and commitment to learning.</p> <p>You model and promote lifelong learning. You are an excellent role model as a learner and as to how to communicate and treat others respectfully.</p>	

TS1. Set high expectations which inspire, motivate and challenge pupils.

<p>CCF Standard 1: Students must learn how to . . . Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>		<p>Yr. 2: This short article shows how teachers set high expectations for pupils by using a 'stretch and challenge' model. It suggests 10 practical approaches trainees can observe happening and then use in the classroom related to: learning intentions, independence and resilience, questioning and discussion, choice of task, resources, groupings, feedback, academic vocabulary, homework and teaching assistants: https://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/</p>
<ul style="list-style-type: none"> Using intentional and consistent language that promotes challenge and aspiration. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. 		<p>Yr. 2: Read the schools behaviour policy, what is your schools' position on rules, sanctions and rewards? What evidence of this can you see in your own classroom? What rewards and sanctions does your mentor use? What routines are in place to ensure that the classroom runs smoothly? How does your mentor create a culture of success, trust and respect in the classroom that supports all pupils to succeed?</p> <p>Write a 500-word summary of your reflections on the policy as you see it in practice in your class.</p>
<p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>		<p>Yr. 3: This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf</p>
<ul style="list-style-type: none"> Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. Acknowledging and praising pupil effort and emphasising progress being made. 		<p>Yr. 3: How does your school engage parents in the education of the children? Talk with your mentor about how what they do to communicate children's successes to parents. What do they do when they need to share concerns about a child with a parent?</p> <p>Write a 500-word summary to demonstrate how <u>you</u> have engaged a parent in the learning and development of their child. What did you do? How did you approach it? What was the impact of your engagement with the parent on the child's behaviour or learning?</p>







Teachers' Standard 2	Year 2 Placement		Year 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Promote good progress and outcomes by children	Be accountable for attainment, progress and outcomes of the children			
	You understand how teachers are accountable for the progress of all children in their class. With your mentor you have attended a pupil progress meeting.	You have taken some responsibility for the attainment, progress and outcomes of children with guidance from the class teacher.	You demonstrate a good understanding of the need to develop pupil learning over time and of how to do this.	You assume a high level of responsibility for the attainment, progress and outcomes of the children you teach.
	Plan teaching to build on children's capabilities and prior knowledge			
	You can identify where planning and teaching builds upon the children's prior knowledge and learning needs. With support you are exploring how to build this into your own practice across a sequence of lessons.	You are aware of children's starting points; current attainment, prior knowledge and learning needs. You plan and teach a sequence of lessons in order to build upon these starting points.	You use your knowledge of effective teaching strategies to encourage independent learning, and you set appropriately challenging tasks that enable the learners to make good progress over time.	You demonstrate confident judgement in planning for pupil progression across sequences of lessons and are able to articulate a clear and well-justified rationale as to how you are building on prior achievement.
	Guide children to reflect on the progress they have made and their emerging needs			
	You can articulate the value of children being involved in evaluating their own learning and relate this to your experience of learning to teach.	When planning lessons, you devise suitable opportunities for learners to evaluate and improve their performance. You support children in reflecting on their learning and identifying their progress and emerging learning needs.	You model how to reflect and evaluate. You consider how to communicate with and support all children, valuing their input and using active listening skills. Your feedback enables the children to identify the learning and progress made and to understand what they need to improve.	You give constructive and meaningful feedback and actively promote engaging and effective methods that support children in reflecting on their learning. This supports their future learning. Time is given to reflect on feedback on their learning. You engage in sustained shared thinking with children and promote quality interactions and reflections.
	Demonstrate knowledge and understanding of how children learn and how this impacts on teaching			
	You have reflected on how strategies and approaches used in the class are supported by research into how children learn, e.g. UNESCO <i>How Children Learn</i> document. This is evident in your professional conversations and in your reflective sketchbook.	You are able to explain how effective teaching strategies are informed by an understanding of how children learn and offer a rationale for choices made in the context of practice.	You plan and teach to develop life-long learners, focusing on developing learning skills as well as promoting progress in areas of curriculum. Your lesson evaluations refer to research and theory when reflecting on your choices of approach and strategy.	You critically reflect upon research and theory to inform your practice and consider children's progress and well-being.
	Encourage children to take a responsible and conscientious attitude to their own work and study			
	You are aware of how learning routines, clear organisation and high-quality resources and environment can encourage and support children to take pride in their learning.	You encourage children to take a responsible and conscientious attitude to their own work and study. You understand the importance of children having some ownership of their learning and environment.	You engage the children in their learning and provide a purpose for a responsible and conscientious attitude beyond following rules or pleasing the teacher. Children's input and views are valued. You use active listening skills.	You act as a role model and set high expectations for yourself and the children to take a responsible and conscientious attitude to work and study. You regularly create opportunities for independent and autonomous learning.






TS2. Promote good progress and outcomes by children

<p>CCF Standard 2: Students must learn how to . . .</p> <p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</i> • <i>Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</i> <p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</i> • <i>Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i> • <i>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</i> <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</i> • <i>Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).</i> 		<p>Yr. 2: This 9-minute TED talk provides an introduction to the importance and limitations of 'working memory': https://www.youtube.com/watch?v=UWKvpFZJwcE</p> <p>This 6-minute introductory video looks at 'overloading working memory'. It considers the use and relevance of working memory to learning, teaching and performance: https://www.youtube.com/watch?v=zPNwWK7T39k</p>
		<p>Yr. 2: Observe your mentor teaching a whole-class maths lesson. How does this lesson build on children's prior learning?. How do they break the learning into small steps? What visual examples and worked examples are provided to the children to help their understanding? How is independent work sequenced for the children? For instance, are children given one task to complete or a series of shorter tasks?</p> <p>Use the observation form in the Yr. 2 placement handbook to record your observations and reflections.</p>
		<p>Yr. 3: This weblink uses text and short videos to explain the importance of key concepts and their link to learning within subjects. This detailed weblink encourages teachers to use key concepts in their medium and long-term planning and ensure their lessons are sequenced to allow learners to develop their understanding of these concepts. It also provides a key concept glossary at the end of the weblink: https://cambridge-community.org.uk/professional-development/gswkey/index.html</p>
		<p>Yr. 3: Set aside 30 mins to talk to your mentor about how they use marking and feedback to address pupils' misconceptions. Ask to see examples of marking where you mentor has identified issues in pupils' learning and has addressed these. What was the impact of this on the pupils later work? Have the misconceptions been resolved?</p> <p>In your placement file, provide an example of your own marking and feedback. The example that you select <u>must</u> show that you have addressed and resolved the pupils' misconception.</p>

Teachers' Standard 3	Year 2 Placement		Year 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Demonstrate good subject and curriculum knowledge	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's interest in the subject, and address misunderstandings			
	Your professional conversations demonstrate a growing understanding of both subject knowledge and subject pedagogy. You are developing your understanding and use of subject specific language.	You have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in your class/es and can relate this to the rest of the age phase for which you are training to teach. You are aware of how learning progresses within and across the subject/curriculum age phases you are training to teach, in relation to the development of key concepts and of children's' common misconceptions. You are able to respond appropriately to subject- specific questions the children ask within your class and you use subject-specific language accurately and consistently in order to help them develop knowledge, understanding and skills in the subject.	You have well-developed knowledge and understanding of the relevant subject/curriculum areas you are training to teach and use this effectively to maintain and develop children' interest. You make good use of your secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in your teaching.	You draw on your in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture children's interest. You demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in your planning.
	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
	Your professional conversations demonstrate how you are researching areas where you feel less confident or have identified as lacking knowledge or understanding.	Your reflective sketchbook and professional conversations demonstrate how you are developing your understanding of subject knowledge and pedagogy, and how you have read theory/research to help inform your practice. You can articulate and give examples.	Your reflective sketchbook and professional conversations demonstrate how you recognise the need to extend and update your subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so.	Your reflective sketchbook and professional conversations demonstrate how you are astutely aware of your own development needs in relation to extending and updating your subject, curriculum and pedagogical knowledge. You have been proactive in developing these effectively during your training.
	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			
	You speak clearly and are starting to use the relevant subject specific language as appropriate. You are a role model for reading and writing including using the school's agreed handwriting script.	You demonstrate an understanding of the need to promote high standards of communication, reading and writing for all children and begin to build this into lessons.	You model good standards of written and spoken communication in all professional activities and encourage and support children to develop these skills in your lessons.	You model very high standards of written and spoken communication in all professional activities.
	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
	You have researched the 6 phonic phases and studied the Letters and Sounds documentation.	In relation to early reading: all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases you are training to teach.	You make clear links between the children's understanding of phonics and any reading and writing.	You successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing
	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			
	You have become a member of NCETM to access their guidance and resources. You have access to youcubed and Nrich websites to support your subject knowledge and pedagogy in maths.	In relation to early mathematics: all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics and plan for fluency, reasoning and problem solving.	You read the relevant chapters in Haylock in order to support your planning and teaching of maths. This impacts on your planning and the children's learning.	You successfully identify and exploit opportunities to develop children's skills in maths across the whole curriculum and school day.

TS3. Demonstrate good subject and curriculum knowledge

<p>CCF Standard 3: Students must learn how to . . . Deliver a carefully sequenced and coherent curriculum, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach. Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. <p>And - following expert input - by taking opportunities to practice, receive feedback and improve at:</p> <ul style="list-style-type: none"> Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. <p>Support pupils to build increasingly complex mental models, by:</p> <ul style="list-style-type: none"> Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Drawing explicit links between new content and the core concepts and principles in the subject. <p>Develop fluency, by:</p> <ul style="list-style-type: none"> Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). <p>Help pupils apply knowledge and skills to other contexts, by:</p> <ul style="list-style-type: none"> Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. <p>Develop pupils' literacy, by:</p> <ul style="list-style-type: none"> Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. 		<p>Yr. 2: This 2-minute video introduces schemas as a way of linking new and existing knowledge: https://www.youtube.com/watch?v=Xj0CUeyucJw</p> <p>This 4-minute video explains how retrieval, repetition and spaced practice can build automatic recall of key knowledge: https://www.youtube.com/watch?v=cVf38y07cfk</p>
		<p>Yr. 2: With the support of your mentor, either plan a sequence of at least 5 phonics lessons (EYFS/KS1) or a sequence of at least 5 spelling and grammar (SPAG) lessons (KS2). Look carefully at the NC programmes of study for the age group in which you are working. What have children already learned in previous years, or earlier this academic year? What learning needs to be reinforced? How do you know this? How will you do this? How will you build on prior learning? What resources does the school already have in place to guide you in your planning? Evaluate the effectiveness of your teaching.</p>
		<p>Yr. 2: This blog introduces the idea of Concrete Pictorial Abstract (CPA), a key part of the maths mastery approach. This technique is used to help pupils move on from using concrete resources to developing a secure understanding of abstract concepts: https://mathsnoproblem.com/blog/teaching-maths-mastery/concrete-resources-to-abstract-learning/</p>
		<p>Yr. 2: Set aside 45 mins to talk with your mentor about a weeks' lesson planning for maths. What prior knowledge is your mentor building on – from previous years/terms/weeks? How do the lessons build sequentially each day? What information does your mentor use to help them decide how to break down the learning? What do they do if the pupils move at a faster, or slower pace than expected? How does your mentor reinforce learning from earlier in the week, later in the sequence of lessons? How does you mentor decide which resources to select to aid the children's understanding? Are these resources in use all week?</p> <p>Plan a sequence of 5 Maths lessons in which you focus on building children knowledge and understanding in small steps each day.. Consider how you will revisit and consolidate learning from earlier in the week as the week progresses. Evaluate the lessons each day, and adjust your plan in response to your evaluations.</p>
		<p>Yr. 3: Subject associations are useful sources of information on subject and curriculum knowledge, sequencing a coherent curriculum, practical ideas for teaching and provide essential networking and benchmarking opportunities to improve trainees' and teachers' practice. This recently published comprehensive directory explains more about each of these associations and what they offer for trainees and teachers working with 4 –18 year olds: https://www2.le.ac.uk/offices/english-association/about-us/CfSASubjectAssociationDirectory2020.pdf.</p>
	<p>Yr. 3: With the support of your mentor, plan a sequence of at least 5 sessions which focus on reading comprehension. The sessions must be built around high quality children's fiction and should link cohesively to the children's existing learning. In your lesson planning, consider how you will model questioning, making predictions and summarising the text. Reference your lesson planning to the <i>reading comprehension programmes of study</i> in the NC. After teaching each lesson, evaluate and reflect focusing on the impact of your modelling.</p>	
<p>Yr.2 and Yr.3 Additional Materials</p>		

<ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.</i> • <i>Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.</i> • <i>Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).</i> • <i>Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i> • <i>Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</i> 		<p>This article in the Chartered College of Teaching's Impact journal looks at cognitive load theory and how long-term memory can store a limitless number of schemata (multiple elements of information combined into a single representation with a specific function). The article explores the nature of teacher expertise and the challenge this presents for primary teachers: https://impact.chartered.college/article/cognitive-load-theory-teacher-expertise-primary-teachers/</p>
		<p>This A4 summary explains what a 'knowledge rich curriculum' is and its implications for trainees and teachers: https://my.chartered.college/wp-content/uploads/2019/06/Knowledge-centred_Simon.pdf</p>
		<p>This short article in the Chartered College of Teaching's Impact journal explains why it is important for trainees and teachers to maintain and improve their subject knowledge: https://impact.chartered.college/article/enser-maintaining-subject-knowledge/</p>
		<p>Please ensure that you reference all lesson planning to the current version of the National Curriculum https://www.gov.uk/national-curriculum/key-stage-1-and-2</p>
		<p>Further videos on subjects and the curriculum can be found at: https://earlycareer.chartered.college/standard-3/</p>

Teachers' Standard 4	Year 2 Placement		Year 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
A teacher must plan and teach well-structured lessons	Impart knowledge and develop understanding through effective use of lesson time			
	<p>With your mentor (and possibly the year group team), you have planned part or all of a learning sequence across a series of lessons.</p> <p>Your evaluations of your teaching show an awareness of the importance of planning for transitions.</p> <p>You practice your own skills and teaching prior to the lesson.</p>	<p>You plan learning sequences across a series of well-structured lessons using a range of strategies.</p> <p>You have considered classroom organisation and the use of resources including adults.</p> <p>You manage transitions between activities and lessons effectively and smoothly.</p>	<p>You have the confidence to adapt your teaching within lessons in order to respond to the needs of the children.</p> <p>When teaching you maintain the pace of the learning and plan for transitions and organisational factors to ensure that the focus remains on learning.</p>	<p>You show a willingness to try out a range of approaches to teaching and learning. You evaluate these and begin to be able to select approaches to suit the subject, task and children and use lesson time effectively.</p> <p>You plan learning sequences showing an understanding of short-term progress and progress over time.</p> <p>You use lesson time to good effect through well considered planning and adaptations within the lesson.</p>
	Promote a love of learning and children's intellectual curiosity			
	<p>You offer ideas in planning as to how to engage the children's interest- such as the use of a toy, high quality text, unusual resources or images, open door activities or prompts.</p>	<p>You can create an environment in which the learners are usually engaged. Children respond positively to the learning and may continue with this at home or at play times.</p>	<p>You are an excellent role model for learning and communicate passion for learning and subjects.</p> <p>Your plans to engage the children support the learning focus.</p>	<p>You use well-chosen, imaginative and creative strategies, that match individuals' needs and interests.</p> <p>Your plans show the need to promote positive attitudes to learning and to develop learning skills for now and for life.</p>
	Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired			
	<p>You have collected some examples of home learning, both directed and self-selected and have reflected upon how these support the child's learning.</p>	<p>You understand how home learning or other out-of-class work can sustain children's progress and consolidate learning, and you can design and set appropriate tasks in line with the school's approach.</p>	<p>You have explored (in agreement with your mentor) how to link home and school learning for both the class and/or some individuals, for example, phone calls home, topic information, suggested tasks, opportunities to share/display information learned at home.</p>	<p>Your planning and teaching leads to high levels of engagement where some or many of the children select to continue learning at home (in addition to directed tasks)</p>
	Reflect systematically on the effectiveness of lessons and approaches to teaching			
	<p>Your planning, evaluations and professional conversations demonstrate your understanding of the need to reflect.</p>	<p>Your professional conversations demonstrate how you are able to evaluate your planning and teaching in regards to their impact on children's learning and well-being.</p>	<p>You systematically evaluate lessons reflecting upon the effectiveness of your practice, focusing on its impact on children's learning and well-being.</p> <p>You plan for AFL and use observations and work scrutiny to inform future planning.</p>	<p>You are highly reflective in critically evaluating your practice.</p> <p>You reflect upon theory against practice and practice against theory.</p>
	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			
	<p>You offer ideas in planning meetings. You create and prepare high quality resources for the class/year team.</p>	<p>You work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work and curriculum frameworks.</p>	<p>You can make links across lessons and subjects and refer back to previous learning to help children to make connections. You plan for children to be able to make these links.</p>	<p>You show initiative in contributing to curriculum planning by developing and producing effective learning resources in your placement settings.</p>

TS4. Plan and teach well-structured lessons

CCF S4: Students must learn how to . . .

Plan effective lessons, by:

- Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
- Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.
- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
- Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.

Make good use of expositions, by:

- Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Starting expositions at the point of current pupil understanding.
- Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

Model effectively, by:

- Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).
- Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

- Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Planning activities around what you want pupils to think hard about.
- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are require



Yr. 2: This article in the Chartered College of Teaching's Impact journal provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: <https://impact.chartered.college/article/mcgill-lesson-planning/>

This TES article explains 3 practical approaches that use scaffolding to support pupils and build on their learning: <https://www.tes.com/news/how-scaffold-learning-three-steps>



Yr. 2: With the support of your mentor, plan a sequence of at least 3 maths lessons. Your lesson planning must focus on modelling, explanations, and scaffolding.

After teaching, evaluate each lesson considering the impact of these three aspects.



Yr. 3: The Education and Endowment Foundation's guidance report on metacognition and self-regulation includes information on how teachers can use 7 metacognition strategies to support pupils to become effective and self-motivated learners. The toolkit includes the full report, a summary poster and additional tools and resources:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>








Yr. 3: Plan a sequence of 5 writing lessons. In each lesson you will *model* a specific part of the writing process. During your modelling you will **narrate your thought processes aloud** and **ask precise questions to draw pupils' attention to key points that you want them to remember** so that the children understand the decisions that you are making and how 'expert' writers think.

After teaching, evaluate each lesson considering the impact of your modelling on pupils' learning.

Teachers' Standard 5 Adapt teaching to respond to the strengths and needs of all children	Yr. 2 Placement		Yr. 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively				
<p>You view each child holistically and are aware of their strengths and interests as well as any difficulties or learning needs.</p> <p>Through observing your mentor (and other teachers) <i>with the plan</i> and <i>without the plan</i> you can describe how the teacher adapts the planning and teaching across sequences of lessons and within a lesson and begin to reflect on why.</p>	<p>You know the children well enough to recognise the different needs and strengths of individuals and groups and begin to adapt your teaching to address those needs and strengths so that learners are supported towards achieving their potential.</p>	<p>You focus when planning is on ensuring that all children can access the learning.</p> <p>You identify barriers to learning and plan strategies to overcome or reduce these in order that all children can access learning.</p> <p>You consistently adapt your teaching to meet the needs of individuals and groups of learners to support progression in learning.</p>	<p>You actively promote inclusive practice and can respond and support children at a high level, differentiating and stretching according to their needs.</p> <p>You have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of children.</p>	
Have a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these				
<p>You are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers.</p>	<p>You are using some of these strategies yourself working alongside experienced teachers and professionals as appropriate.</p>	<p>You have a range of effective strategies that you can apply to reduce barriers and respond to the strengths and needs of your children. You are aware that some of these strategies benefit all the children!</p>	<p>You do not confuse barriers to learning (e.g. different home language, concentration difficulties) with ability to learn and this is evident in any use of grouping and activity design.</p>	
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development				
<p>You can reflect on your observations of learning (in different year groups and of a range of learning needs) considering the physical, social and intellectual development of the child/ren and begin to understand how these impact on the planning and teaching.</p>	<p>You show awareness of how children and young people develop and take account of this in your teaching.</p>	<p>You recognise barriers related to the physical, social or intellectual development of children and plan strategies to overcome or reduce this in order for all children to be able to access learning.</p>	<p>You evaluate and adapt teaching to support the children's education at their different stages of development, showing an understanding of their physical, social and intellectual development.</p>	
Have a clear understanding of the needs of all children, 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.				
<p>You have discussed with your mentor the range of attainment and learning needs of the children in your class.</p> <p>You have met with the SENCO to further your understanding of effective strategies for individuals.</p>	<p>You have some understanding of the challenges and opportunities of teaching in a diverse society.</p> <p>You have a developing understanding of the needs of all children and are able to articulate distinctive teaching approaches and strategies needed to engage and support children with particular needs, including EAL and SEND.</p>	<p>You clearly recognise how to deal with any potential barriers to learning through your approach, your application of well-targeted interventions and the appropriate deployment of available support staff.</p>	<p>You demonstrate the effective use of any resources – human and physical in order to support learning and maintain high self-esteem and engagement of all children.</p> <p>All children have equal status in the class.</p>	

TS5. Adapt teaching to respond to the strengths and needs of all children

<p>CCF S5: Students must learn how to . . .</p> <p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</i> <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</i> <p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making use of well-designed resources (e.g. textbooks).</i> • <i>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge</i> • <i>Building in additional practice or removing unnecessary expositions.</i> • <i>Reframing questions to provide greater scaffolding or greater stretch.</i> <p>Group pupils effectively, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.</i> • <i>Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum</i> 	<div style="text-align: center; margin-bottom: 10px;">   </div> <p>Yr. 2: The Education and Endowment Foundation's report, poster and additional tools and resources provides 5 recommendations on special education needs in mainstream schools: https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>This 1-minute video explains why it is important to group pupils flexibly so they can learn from each other and move among groups based on their learning needs: https://www.youtube.com/watch?v=p0LfbjzOBU</p> <hr/> <div style="text-align: center; margin-bottom: 10px;">  </div> <p>Yr. 2: Set aside 30-45 mins to talk with your mentor about the pupils in your class who additional needs and how these pupils' are identified. This may be pupils with SEND, EAL, Traveller Pupils or pupils entitled to the PPG. Take one pupil and discuss how your mentor modifies the learning opportunity for this child.</p> <p>Identify <u>one</u> pupil in your class with additional learning needs, who you will consider in depth during your lesson planning. Plan a sequence of at least three lesson and identify on your lesson plans how you will adapt the learning for this child to ensure their success.</p> <hr/> <div style="text-align: center; margin-bottom: 10px;">  </div> <p>Yr. 3: The Education and Endowment Foundation's toolkit discusses the effectiveness of in-class attainment grouping in primary schools. Education Endowment Foundation Article</p> <hr/> <div style="text-align: center; margin-bottom: 10px;">  </div> <p>Yr. 3: Choose <u>one</u> of the two tasks</p> <ol style="list-style-type: none"> 1. Arrange to meet with your schools' SENDCo. Talk to them about their roles, and their oversight of inclusion in the school. How are pupils identified? What is the range of support and interventions on offer? What do the most effective teachers do to provide high quality in-class support? Write a 500-word summary to capture your conversation and reflections. 2. Arrange to meet with your Teaching Assistant and talk to them about their role. How are they deployed by the class teacher? What helps them to be successful in their role? How do they provide feedback to the class teacher each day? Write a 500-word summary to capture your conversation and reflections.
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Teachers' Standard 6 Make accurate and productive use of assessment	Yr. 2 Placement		Yr. 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
You have an awareness of the role, purpose and requirements of the KS1 and KS2 statutory assessment materials	You have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases you are preparing to teach and are able to make broadly accurate assessments against national benchmarks.	You employ a range of appropriate formative assessment strategies effectively and can adapt your teaching within lessons in light of children's responses.	You can accurately assess children's attainment against national benchmarks. You use a range of assessment strategies very effectively in your day-to-day practice to monitor progress and to inform future planning.	
Make use of formative and summative assessment to secure children's progress				
You are collecting and reflecting upon a range of AfL strategies through your observations in school, university sessions and your reading.	Your planning is characterised by the use of a range of formative and summative assessment strategies, designed to support children in making progress. You deploy these strategies effectively in lessons, both to evaluate the impact of teaching on children's progress and as a basis for modifying your teaching and classroom practice when necessary.	You assess children's progress regularly and accurately and provide positive feedback so that children know how well they have done and what they need to do to improve.	You systematically and effectively check the children's understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.	
Use relevant data to monitor progress, set targets, and plan subsequent lessons				
You have looked at any data passed on with your class this year and discussed any patterns, concerns and strengths. You are beginning to consider how this data and the analysis of this data impacts on planning and teaching of your class.	You understand how school- and pupil-level summative data are used to set targets for groups and individuals, and you use that knowledge to monitor progress in the groups you teach. With guidance from experienced teachers, you monitor children's progress and maintain accurate records, setting new targets for individuals and groups.	You maintain up-to-date records of children's progress and use these to set appropriately challenging targets. You are aware of the limitations of data and understand the need to know the children both as learners and individuals for a complete picture.	You critically reflect on data to best respond to the children's needs and to promote their learning and well-being and to reflect upon your planning and teaching.	
Give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback				
When observing experienced teachers, you have begun to collect some examples of effective verbal feedback. You have read the school's marking and feedback policy and observed and supported your mentor in the marking process.	In line with your school's policy you mark the children's work constructively and provide appropriate verbal feedback to children to help them to make progress.	Your verbal feedback is informative rather than general and directly linked to the learning focus and any learning skills/attitudes that you are promoting. Your written feedback is informative rather than general and directly linked to the learning focus and any learning skills/attitudes that you are promoting.	You involve children in self-assessment and develop learning conversations where children can respond to feedback. You assess children's progress regularly and work with them to accurately target further improvement and secure rapid progress. You plan for mis-conceptions in order to address these.	

TS6. Make accurate and productive use of assessment

CCF S6: Students must learn how to . . .

Avoid common assessment pitfalls, by:

- *Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).*
- *Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).*

Check prior knowledge and understanding during lessons, by:

- *Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).*

And – following expert input – by taking opportunities to practice, receive feedback and improve at:

- *Using assessments to check for prior knowledge and pre-existing misconceptions.*
- *Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.*
- *Monitoring pupil work during lessons, including checking for misconceptions.*

Provide high-quality feedback, by:

- *Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).*
- *Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self- assessment.*

Make marking manageable and effective by:

- *Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.*
- *Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.*
- *Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback)*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Using verbal feedback during lessons in place of written feedback after lessons where possible.*
- *Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).*
- *Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.*



Yr. 2: This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). This detailed weblink explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink: <https://cambridge-community.org.uk/professional-development/gswaf/index.html>

In this 2-minute video Dylan Wiliam reviews the nature of formative assessment and explains how teachers can use it to gain better insights into pupils' learning and achievement: <https://www.youtube.com/watch?v=sYdVe5O7KBE>

In this 3-minute video Dylan Wiliam explains the use of hinge questions to assess pupils' understanding and pinpoint knowledge gaps: <https://www.youtube.com/watch?v=Mh5SZZt207k>



Yr. 2: Ensure you are familiar with the school's feedback policy and talk to your mentor about how they implement this in practice.

Identify some lessons, where you will focus on developing your use of verbal feedback or 'live marking' during the lesson (or other strategy in line with the school policy).

Select a couple of examples of children's work that show the impact of your feedback on learning. Annotate and store in your placement file.



Yr. 3: In this 2-minute video Dylan Wiliam provides advice on teachers' use of time and marking: <https://www.youtube.com/watch?v=tPmCGwM3qtW>

This short article in the Chartered College of Teaching's Impact journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy: <https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/>

This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices: <https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/>



Yr. 3: With the support of your mentor, identify 3 children for whom you will summarise learning over time by considering a range of outcomes and assessment information in either English or maths. Consider age-related benchmarks and identify their strengths and next steps. In your view, are they on track for age-related expectations? Working at greater depth? Working below? What is your evidence?

Store annotated examples of evidence in your placement file.

Expectations	Yr. 2 Placement		Yr. 3 Placement	
	Trying Out	Consolidating	Securing	Enhancing
Teachers' Standard 7 Manage behaviour effectively to ensure a good and safe learning environment	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>You have read and reflected on the school's behaviour policy and understand the need for consistency in approach and strategies.</p> <p>You treat children with respect and dignity.</p>	<p>You work within the school's framework for behaviour and can apply rules and routines consistently and fairly.</p> <p>You have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.</p>	<p>You manage behaviour effectively so that children demonstrate positive attitudes towards their teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual.</p>	<p>You manage children's learning behaviour through strong learning routines which are communicated clearly to the children.</p> <p>You motivate and involve the children in the process of learning resulting in high levels of engagement, courtesy, collaboration and co-operation.</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>In your observations of experienced teachers, you have begun to reflect on how teachers share expectations.</p> <p>You have observed and reflected upon the use and effectiveness of rewards and sanctions.</p>	<p>You are able to follow the school policy in using sanctions and rewards, including praise, in order to create an environment supportive of learning.</p> <p>You are consistent and fair in your approach and the children are aware of what is expected of them.</p>	<p>You follow the school behaviour policy consistently. This, along with engaging children in their learning and ensuring they feel valued helps create a positive learning environment.</p> <p>You are consistent and the children view you as fair.</p>	<p>You consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive <i>learning and social behaviour</i> and apply these very effectively, in order to create an environment highly supportive of learning.</p>
	Manage classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them			
	<p>You are aware of any individuals in your class for whom adaptations to the behaviour approaches are needed.</p>	<p>You understand that behaviour is a form of communication and you ask yourself why a child may be exhibiting certain behaviours and adapt plans and approach in response to your evaluations. You seek additional support in addressing the needs of children where significantly challenging behaviour is demonstrated.</p>	<p>You actively seek additional support in addressing the needs of children where significantly challenging behaviour is demonstrated. This includes the use of outside agencies where appropriate.</p>	<p>You understand that equal opportunities are not the same as treating every child exactly the same and can discuss this and show this in your practice.</p> <p>You promote the class as a community of learners and joint decisions and high levels of responsibility are encouraged.</p>
	Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary			
	<p>You are getting to know all the children and information about their interests and lives. Your conversations and interest show the children that they are valued and liked. You are developing your teacher status.</p>	<p>You recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address children's needs and employing appropriate assessment strategies will all contribute to successful behaviour management.</p>	<p>You ensure that you know the children and are responding to them as individuals as well as part of the class.</p> <p>The children view you as fair.</p>	<p>You use your knowledge and understanding of the children and the class as a whole – their needs and interests in order to support your teaching. High levels of motivation and self-esteem result in good learning and social behaviour.</p>
	Encourage children to take a responsible and conscientious attitude to their own work and study			
	<p>In the planning and preparation process you are clear about your expectations so that you can communicate these to the children.</p> <p>You role model taking care with your work and good learning strategies such as perseverance and reflection.</p>	<p>You show an understanding of how barriers to learning can impact on behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.</p>	<p>Your planning includes opportunities for children to be active learners and to have some ownership over their learning and environment. This may include roles for individuals specific to their needs.</p>	<p>You understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within your lessons.</p>

TS7. Manage behaviour effectively to ensure a good and safe learning environment

CCF S7: Students must learn how to . . .

Develop a positive, predictable and safe environment for pupils, by:

- *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.*
- *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).*
- *Giving manageable, specific and sequential instructions.*
- *Checking pupils' understanding of instructions before a task begins.*
- *Using consistent language and non-verbal signals for common classroom directions.*
- *Using early and least-intrusive interventions as an initial response to low level disruption.*

Establish effective routines and expectations, by:

- *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

And – following expert input – by taking opportunities to practice, receive feedback and improve:

- *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)*
- *Reinforcing established school and classroom routines*

Build trusting relationships, by:

- *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations*

And – following expert input – by taking opportunities to practice, receive feedback and improve:

- *Responding consistently to pupil behaviour*
- *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings*

Motivate pupils by:

- *Observing how expert colleagues support pupils to master challenging content, which builds toward long- term goals and deconstructing this approach*
- *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school*
- *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically*



The National Education Union's webpage provides useful guidance on managing behaviour including a detailed publication on positive behaviour: <https://neu.org.uk/media/32/view>

This short article provides practical advice on and a rationale for establishing effective learning routines work with young children:<https://www.onestopenenglish.com/professional-development/advancing-learning-the-secrets-of-using-learning-routines-with-young-children/557372.article>



This 14-minute video from TES Resources, Teachers TV focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils. The video shows how the setting of clear and consistent expectations and the mutual trust between the teacher and pupils has developed in a literacy lesson 2 weeks later: <https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>



Yr. 2 Observe your mentor teach a PE lesson. Focus particularly on identifying established routines, early interventions for low level disruption and how expectations are clearly established to enable the lesson to run smoothly and learning time to be maximised.

Use the observation form to note your observations about these aspects and your reflections about the strategies in practice.



Tom Bennett's full report on behaviour management recommends ITT should cover the creation of routines, developing relationships and in-class responsive strategies: [Tom Bennett](#)











Yr.3 In discussion with your mentor, identify a child in your class who does not consistently respond to established school and classroom routines and may benefit from additional provision. Seek advice from the SENDCo and/or other professionals and implement or maintain individual behaviour support strategies. This might include an individual reward system, individual visual timetable, communication with parents or other bespoke strategies to support the child,

Write a brief summary (1 side of A4 maximum) identifying the barriers/areas for development, the strategies that were used and a review of the impact of the strategies. (You could use the school's IEP format if you prefer).

	Yr. 2 Placement		Yr. 3 Placement	
Teachers' Standard 8	Trying Out	Consolidating	Securing	Enhancing
Fulfil wider professional responsibilities	Make a positive contribution to the wider life and ethos of the school			
	You have been introduced to the staff and have volunteered to support playtime duties, set up learning areas, support events.	You understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways.	You have supported clubs outside of the class and class hours. You reflect upon the value of these activities and how they impact on children's learning and well-being.	You are proactive in seeking out opportunities to contribute to the wider life and ethos of the school.
	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
	You have developed an understanding of specific roles within the school (e.g. subject, aspect or phase leaders) and are developing your understanding of the organisation of the staff team.	You can build effective professional relationships with various colleagues and work collaboratively. You are well prepared for mentor meetings.	You are proactive in relation to your own professional learning and value the feedback you receive from more experienced colleagues, using it to develop your own teaching further.	You build strong professional relationships and demonstrate that you are able to work collaboratively with colleagues on a regular basis.
	Deploy support staff effectively			
	You have observed the TA's role in the class and discussed with your mentor how planning and feedback is shared.	You communicate with and direct any support staff deployed in your lessons, to assist in supporting the progress and achievement of individuals and of groups of children.	You take responsibility for deploying support staff in your lessons and for seeking advice from relevant professionals in relation to children with individual needs.	You effectively communicate with your TA in order to share planning and to receive and discuss their feedback. You recognise and utilise your TA's strengths where possible,
	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
	You are prepared to practise in order to become familiar and confident at teaching in your learning environment, for example; -Practise using technology -Practise modelling writing or calculations and the 'thinking aloud' process -Practise where you will position yourself and move around to ensure that all the children can learn from your modelling and input and that you can see them! -Become familiar with resources such as texts, Numicon, construction-Practise using your toy/character	You are well prepared for meetings and planning and teaching. You are reflective and responsive to any guidance and feedback. You use this document in order to evaluate progress and identify strengths and targets with the support of your mentor.	You are proactive in your own development and participate fully in all school training, relating this to your own practice.	You deliberately seek out opportunities to develop your own professional learning and respond positively to all the feedback you receive.
	Communicate effectively with parents with regard to children's achievements and well-being.			
	You have reflected upon the school's and your mentor's communication with parents/carers and how this impacts on the child's learning and well-being.	You recognise the importance of communicating with parents and carers in supporting children's achievement and monitoring children's well-being. You support the teacher in communicating with children's families at set points in the school year, including at parents' evenings and through written reports and at other points in response to individual children's emergent needs.	You communicate effectively, both verbally and in writing, with parents and carers in relation to children's achievements and well-being.	You communicate very effectively, both verbally and in writing, with parents and carers in relation to children's achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual children's emergent needs.

TS8. Fulfil wider responsibilities

<p>CCF S8: Students must learn how to . . . Develop as a professional, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards. 		<p>Yr. 2 In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers' reflective practice and how this sets the context for teaching and learning: https://www.youtube.com/watch?v=OqIFJMYv1JY</p> <p>This 4-minute video introduces teachers to the Education Endowment Foundation's evidence about the best deployment of teaching assistants: https://www.youtube.com/watch?v=MAkWKf3m-Dg.</p>
<p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Strengthening pedagogical and subject knowledge by participating in wider networks. Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. Engaging critically with research and using evidence to critique practice. <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach. Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. 		<p>Yr. 2 With your mentor, identify in advance a topic or concept that you will need to teach where your subject knowledge needs developing. Ensure you are well-prepared to lead the learning by:</p> <ul style="list-style-type: none"> Carrying out your own research/reading Sourcing your own resources Using professional subject specific networks/websites such as the NCETM, STEM, The Geographical Association etc. to gather ideas and enhance your subject knowledge and pedagogical understanding Asking for advice and guidance from more experienced colleagues Checking whether there is an agreed pedagogical approach/year group expectations for the school <p>Annotate your plan(s) for the lesson or sequence of learning to explain how you extended your subject and pedagogic knowledge to prepare for teaching and which professional development strategies you used, such as those listed above. Note any useful websites you used, any texts or blogs that were helpful etc.</p>
<p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Preparing teaching assistants for lessons under supervision of expert colleagues. 	 	<p>Yr. 3 This A4 poster summarises the dos and don'ts of the 3 Teacher Workload reports published by the DfE in 2016 on data management, marking and planning and resources: Teacher Workload</p> <p>This 9-minute TED talk explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach: https://www.youtube.com/watch?v=5O5QlqIDxjg</p> <p>This 10-minute video provides some time saving workload tips for new teachers: https://www.youtube.com/watch?v=OKW_Y2E7KK8</p>
<p>Manage workload and wellbeing, by:</p> <ul style="list-style-type: none"> Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks) 		<p>Yr. 3 Meet with your mentor to discuss how they prepare for parent consultation meetings. What information do they discuss? Do they have a particular structure for the meeting? What is the school's protocol and/or expectations for parent consultation meetings? Alongside your mentor, attend parent consultation meetings and observe and contribute as appropriate and agreed with your mentor.</p>

<p>TS Part Two:</p> <p>Personal and professional conduct</p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p>	<p>Part Two of the Teachers' Standards relates to personal and professional conduct. All students are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded but is particularly important particularly in the current climate of radicalisation and safeguarding pupils.</p>		
	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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>Yr.2</p> <p>Complete the free online Prevent Awareness Training https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html</p> <p>When you have completed it, please print out the certificate and store it in your placement file.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions <input type="checkbox"/> showing tolerance of and respect for the rights of others 		<p>Yr 2 and 3</p> <ul style="list-style-type: none"> • Ensure you have read and understood 'Keeping Children Safe in Education Part 1' (p.6-23) Keeping Children Safe In Education <p>Ensure you have read the school's safeguarding policy.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <input type="checkbox"/> 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. <input type="checkbox"/> Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. 		<p>Yr.2 and 3</p> <p>Either during your induction, or on the first day of your placement, find out:</p> <ul style="list-style-type: none"> • Who is the school's Designated Safeguarding Lead? • What are the systems for reporting a concern?

CONTACT

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