

Some signposts to possible evidence sources for meeting the Teachers' Standards.

Can you locate evidence of the following in your practice evidence/feedback/reflections/mentoring records?

<p>T1 Set high expectations which inspire, motivate and challenge pupils.</p> <ul style="list-style-type: none"> • Evidence of safeguarding: annotation of policies & times you have used them • Your classroom; how does the environment support and extend learning? Reflect on and capture this. • Records of attendance and punctuality; bullying log/ behaviour log following the school's behaviour code. • Evidence of a relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions • That pupils know targets & how to get them; next steps in marking & feedback • Celebration of targets achieved? Effective mentoring in place • Effective tracking/ analysis of data to close the gaps • Quality lesson planning (which shows clear & appropriate differentiation); • The use of seating plans/groupings • Awareness of vulnerable children/groups and effective interventions • Good use of resources and support staff • That you model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just pupils • Providing regular feedback to pupils, both verbally and in writing • Evidence of actively modelling the school's vision and values • Feedback from outside agencies and community, e.g. trips out, visitors' book, parents' feedback • Evidence of being interested in, and committed to, each child as an individual 	<p>T2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • Pupil progress meetings – including teachers' own analysis of data, impact & progress of vulnerable groups • Formal assessment outcomes • Parents'/ carers' views – evidence of meetings • Active awareness of IEP reviews, Personal Support Plans • pupil progress against targets - teacher tracking and intervention • Students' responses to written feedback • Book scrutiny; marking in books & indicating next steps • Joint planning with Subject Mentor • "Sign off day" – student teacher giving evidence to back to class teacher • Evidence that pupils can voice their progress: 'My target is/I need to --- /I have met my target because...' • Annotated lesson plans (including differentiation) and AfL strategies • Seating and group plans – identification of vulnerable children and impact of your planned interventions via reflection • Use of assessment to inform planning • IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets • Data from wider professionals, e.g. speech therapists, etc. & how you used this to secure progress • Joint work scrutiny with SM; Quality of assessment and feedback • Lesson planning – for EAL, SEN, VAK learners and all identifiable groups and individuals. • CPD/ staff training you attended; annotated notes • Varied & creative teaching styles e.g. paired work, team teaching (no single approach in all lesson) • Evidence of adapting lesson in response to pupils' needs through lesson observations, joint planning and feedback • Good balance of teacher talk & independent work as indicated in lesson obs and evaluations
<p>T3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • University modules: how have these studies developed your understanding of subject pedagogy at each phase of training? • Planning that demonstrates progression over time • Lesson observations and feedback show differentiation & appropriate challenge, questioning • Record anonymised examples of marking & feedback, assessment, target setting to show that your subject knowledge enables pupils to understand concepts and make progress • CPD – engagement in INSET, staff meetings, courses, school networks • Evidence of supporting/ liaising with colleagues • Impact on learning – outcome of learning – progress/books • Relevant pedagogy and subject knowledge research – TES articles, journals, M-level work, evidence of personal research • Pupil and parent voice/ pupil attitudes/ pupil progress • Speaking & listening of children • Modelling of spoken & written English in all lessons regardless of subject • Planning shows development of literacy as well as subject specific • Planning (target) to include building literacy skills • effective use of TA's who have good knowledge effectively displayed • Hearing children read, picking up errors • Teacher pronounces appropriate phonemes • Outcomes of formal assessment demonstrating progression in subject knowledge as a result of your pedagogy 	<p>T4 Plan and teach well-structured lessons</p> <p>Evidence in Teaching File of: -</p> <ul style="list-style-type: none"> • Planning • Timekeeping/ timetabling • Lesson obs you have undertaken showing your developing understanding of effective planning • Your lesson plans (which reflect progression); the inclusion of well-planned/ thought through structure and activities • Use of TAs for effective learning • Assessment and progress information used as the basis for planning • Appropriate and motivating homework; homework record; • Evaluation of appropriateness and motivation of work set/lesson evaluations <p>Also:</p> <ul style="list-style-type: none"> • Learning environment; encouraging children's questions/ ideas and opportunities for deep questioning and curiosity to be aroused • Evidence that children's ideas have fed into topics • Enrichment opportunities – visitors • Positive behaviour planned for and observed • Lesson objectives with measurable outcomes to gauge progress • Progress made between lesson observations (teacher progress) & response to targets as evidenced in Mentoring records • Completion of peer observations • Contribution/participation in joint planning activity to improve teaching • Annotated planning with reflections

<p>T5 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <ul style="list-style-type: none"> • Planning & differentiation – shows understanding of child development • Pupil work, provision of resources, demonstration of progress over time • Engaging in decision making processes with support staff, deployment of additional adults • Choosing and implementing appropriate learning outcomes • Use of Bloom’s Taxonomy/ thinking skills/ enquiry to deepen learning • Differentiated questioning informed by data • Seating plans; appropriate groupings, provision maps, IEP • Application of appropriate strategies • Training records – ability to articulate why children need a particular type of approach • Lesson plans show understanding of next steps based on children’s needs • Meetings with SENCO, IEP, pupil progress meetings all show personalisation • Lesson plans show explicit differentiation • In observation, resources created show awareness of need for differentiation, delivery is inclusive • Written feedback & pupil/parent meetings show understanding of different needs • Appropriate methods of assessment and next steps feature in lesson planning and delivery as well as pupil interaction • Learning opportunities for the more able promoted throughout as evidenced in lesson plans and observations 	<p>T6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • Accurate use of assessment to identify gaps in learning and plan next steps • Moderation (external, internal and across schools/ departments) • Contributions in staff meetings, training records show outcomes of training • Work sampling • Outcomes of moderation and pupil progress meetings– APP, levelling etc. • Statutory assessment carried out correctly and verified by SM • Planning reflects assessment outcomes • Use of whole school and departmental data • Book scrutiny and quality of marking – next steps identified • Interventions including more able and other vulnerable groups • Deployment of other adults • Using information from previous/ other current teachers to inform planning and effective class ‘hand-back’ after placement <p>The following can be used to demonstrate that effective feedback has been provided for pupils:</p> <ul style="list-style-type: none"> • Books/ Work scrutiny • Lesson observations • Pupil conferences, tutor group time • Pupil questionnaires • Pupils can articulate targets
<p>T7 Manage behaviour effectively to ensure a good & safe learning environment</p> <ul style="list-style-type: none"> • Observation(s) focussing on pupil behaviour • Pupil conferencing / discussions with pupils • Praise versus sanction rates; behaviour log • Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards • -Evidence of positive behaviour management/ school rewards • Staffroom discussions; discussions with pupils • Teacher behaviour – modelling to pupils • Teachers’ communication with pupils, colleagues and all in school • Adhering to school policy/ethos; school policies & ‘non-negotiables’ are actioned consistently • Follow up of behaviour outside of class with relevant pastoral colleagues • Quality of work in books; differentiated tasks evident • Classroom environment and displays; layout of classroom; seating plans used as evidence where possible • Conflict resolution techniques deployed effectively • The effective deployment of other adults to maximise the learning environment; support staff; use of resources 	<p>T8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • Supporting school at New Parents Evenings, etc. • Peer mentoring/coaching • Developing and contributing to development of SoW, policies, teaching resources • Engaging in enrichment activities – planning/leading/organising: school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events. • Being a team player and taking ownership of the environment you ‘live in’ • Adapting practice in light of feedback from lesson observations • Taking responsibility for own and group CPD • Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc. • Playing active part in staff meetings/ INSET • Seeking support when appropriate • Acting on feedback – what has changed? Why? What next? • Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues • Peer observation and mentoring • Showing and sharing good practice • Lesson observations of colleagues and fellow student teachers • Requesting CPD • Active researching of up-to-date pedagogy and practice • Understanding and working to maintain and improve on the professional responsibilities and progression in these Standards • Reporting via Parents evenings/ days • Following up actions/ concerns, giving hard messages, celebrating successes etc. • Home/School liaison – diaries, letters etc. • Written reports including all SEN documentation, as required • Giving letters and information out on time – team approach • Responsibility for contacting parents outside of timetabled parents’ meetings

Personal and Professional Conduct (PPC)

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.

a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Evidence to be demonstrated consistently throughout training:

- Observation - clear link between vision, ethos, policy & practice with class and across school
- Consistency – above evidenced through all professional activity in school and community

b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Evidence to be demonstrated consistently throughout training:

- conduct demonstrates a highly professional approach to teaching,
- understanding and demonstrating that their own conduct is appropriate at all times
- student teacher is on time for all beginnings and ends of days, meetings, lessons
- school/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
- language and dress are highly professional and in line with school policy
- student teachers apply school policies at all times, e.g. health and safety, risk assessments before trips; homework etc.