**Assessing against the Curriculum**

**ERP Statements to be reviewed at Progress Points**

These statements describe the likely behaviours of a trainee at the different progress points in their training. A trainee may exceed a particular progress point through demonstrating a deeper understanding and application.

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| **Assessment area** | **Building (SE1)** | **Enriching (SE2)** | **Thriving (SE3)** | **Meeting the Standards (end of the course)** |
| **Professional Behaviours –** | **Description:**  The trainee is developing as a professional through work with their mentor and expert colleagues to develop awareness of their own professional development needs.  The trainee is developing an awareness of positive professional attitudes that shows support for colleagues.  The trainee is starting to reflect on their practice with an expert colleague to identify their strengths and areas for development, in a positive way.  The trainee understands their duties under safeguarding and safe working practices. They are aware of the responsibilities of teachers, as set out in Part 2 of the Teachers’ Standards. | **Description:**  The trainee seeks opportunities to further their professional development and seeks feedback from their mentor about their developing subject and pedagogical understanding.  The trainee contributes to the effective collaboration with colleagues to assist with workload management.  The trainee is able to identify their strengths and areas for development and takes a proactive approach to self-improvement.  The trainee works within safeguarding principles and policy, and adheres to health and safety policy. The trainee is able to recognise when action should be taken and, if needed, is proactive to report. | **Description:**  The trainee engages fully in on-going professional development and works effectively with colleagues to develop their own subject and pedagogical knowledge, with the intention to impact pupil progress and outcomes.  The trainee consistently demonstrates professionalism and positive attitudes that contribute to the effective collaboration with colleagues.  The trainee clearly knows their strengths and areas for development and works with professional colleagues to access a range of strategies for self-improvement.  The trainee works within the frameworks and policies as set out in Part 2 of the Teachers’ Standards, and demonstrate a strong understanding of Safeguarding and health and safety. | 1, 8, Part 2 |
| **Supportive Questions:**   * Can the trainee speak about their professional responsibilities? * Are they beginning to respond to feedback? * With support, can the trainee begin to discuss their strengths and areas for development? | **Supportive Questions:**   * Is the trainee able to articulate the safeguarding procedures? * Is the trainee able to discuss their strengths and areas for development, demonstrating how they are addressing any areas for improvement? | **Supportive Questions:**   * Can the trainee articulate how they are proactively addressing their professional development needs? * Are they able to discuss the professional behaviours required of a trainee teacher in depth? |
| **Behaviour Management** | **Description:**  The trainee is aware of how a positive learning environment is created by the teacher through aspects such as routines, rewards/positive reinforcement and clear rules and sanctions. They understand that the school behaviour policy supports good and courteous attitudes.  The trainee is building positive relationships with the pupils and those colleagues with whom they work closest.  The trainee is aware of how the teacher supports pupils to articulate their long-term goals and develop their own sense of being ‘the best they can be’ (self actualisation). | **Description:**  The trainee establishes a positive environment using clear routines, rules/positive reinforcement and sanctions. They implement the school behaviour policy and manage low level disruption appropriately, seeking support from an expert colleague, if necessary.  The trainee is developing good relationships with pupils and colleagues and is starting to act in a decisive and authoritative way. They are beginning to work with parents and carers, with the support of their mentor.  The trainee works with expert colleagues to analyse opportunities where aspects such as resilience, intrinsic motivation, goal setting can be encouraged with pupils. | **Description:**  The trainee actively promotes a positive, predictable and safe environment through consistent application of the school’s behaviour policy and ethos, clear routines, the use of positive reinforcement and clear consequences. Low level disruption is managed effectively to maximise learning.  The trainee has good relationships with the pupils and acts in an authoritative and decisive way as needed. They can work with parents and carers to support the pupils.  The trainee supports pupils to develop self-motivation, resilience and move from extrinsic reward to intrinsic motivation. Trainees discuss with expert colleagues how pupils can be encouraged to identify their own long-term goals in order to be successful. | 1, 7 |
| **Supportive Questions:**   * Can the trainee discuss the school behaviour policy and why the strategies are used? * Are trainees recognising how they have developed positive relationships with pupils? | **Supportive Questions:**   * Are trainees using the behaviour policy effectively and can they reflect upon successful strategies used and why they have chosen particular approaches? * Are trainees able to articulate why rewards and consequences/sanctions are effective, related to theory (behaviourist approach)? Can they start to analyse why they have not been effective in certain circumstances? * Are trainees developing positive relationships and can they give examples from practice? | **Supportive Questions:**   * Have trainees taken responsibility for the learning environment so that it is safe, predictable and positive? Can the trainee reflect on their decisions which have led to a positive outcome? * Are pupils making progress due to the contribution of the positive learning environment created by the trainee? * Does the trainee work effectively with adults around the pupil in order to ensure pupils are able to achieve and succeed? * Are relationships with all pupils based on mutual respect and does the trainee model positive behaviours? * Can the trainee recognise and reflect upon how the journey from extrinsic reward to intrinsic motivation can be supported by the teacher? |
| **Pedagogy** | **Description:**  The trainee is aware of the importance of pupils’ prior knowledge to inform teaching.  The trainee, working with expert colleagues, is beginning to identify ways to teach effectively. They have begun to deconstruct lessons with support, identifying effective practice. This may include modelling, scaffolding, questioning and how classroom talk is managed.  The trainee understands that cognitive overload can impact negatively on pupils’ learning.  Within specific subjects, the trainee has begun to appreciate how different pedagogies might be required to support pupil progress.  The trainee is aware of how lessons might be adapted to meet the needs of individual pupils. | **Description:**  The trainee uses prior knowledge to construct lessons which engage all learners.  The trainee can plan independently taking account of the needs of different groups of learners. Their teaching is effective for most pupils and the trainee can articulate why. They can deconstruct their lessons to help improve future practice with the support of expert colleagues.  They can reflect on how their teaching avoids overloading working memory and supports the development of long-term memory, including the use of retrieval practice.  When teaching specific subjects, pedagogies have been tailored to deliver effective lessons.  Adaptations are made to lessons to meet the needs of groups of pupils with specific needs. | **Description:**  The trainee uses a range of pedagogical approaches to have a positive impact on the progress of all learners.  Lessons are based on the pupils’ prior progress.  Lessons are adapted to meet the needs of different groups of pupils including those with specific needs.  Specific subject pedagogies are used when appropriate in a range of subjects.  The trainee is reflective and can justify their choice of pedagogies. | 2, 4, 5 |
| **Supportive Questions:**   * Does the trainee understand and apply the cyclical process of observe, practise, feedback and improve? * Can the trainee discuss aspects of modelling, scaffolding, questioning and classroom talk within their own practice? * Can the trainee talk about the needs of different pupils within the class? | **Supportive Questions:**   * Can the trainee identify the differences between pedagogies used in a range of subjects? * Does the trainee adapt their teaching in light of prior learning? * Can the trainee reflect on the strengths and areas to improve within their teaching? | **Supportive Questions:**   * How does the trainee’s teaching impact all learners? * If asked about a specific group of learners, can the trainee justify their decisions? * Can the trainee justify the pedagogical approach used in different subjects including foundation subjects? |
| **Curriculum** | **Description:**  The trainee is aware of the importance of secure subject knowledge in order to teach effectively.  The trainee is aware of the school curriculum for the phase in which they are teaching, and how it links to the National Curriculum/EYFS where appropriate.  The trainee can identify and has begun to apply the principles of effective planning through working closely with expert colleagues. They are beginning to use resources to support learning.  Working closely with expert colleagues, the trainee is beginning to identify common misconceptions in different subject areas.  The trainee has had the opportunity to observe and teach a phonics lesson.  The trainee has begun to engage with a breadth of curriculum subjects and is becoming aware of the knowledge and skills pupils need to learn in specific subjects. | **Description:**  The trainee demonstrates secure subject knowledge in the areas of the curriculum they are teaching.  The trainee uses the school curriculum to inform planning and to support with sequencing learning.  Lessons are planned which are suitable for the age and phase that they teach. Appropriate resources are prepared and used effectively in lessons.  The trainee is aware of common misconceptions in the subjects they are teaching and how to address these.  The trainee has been able to teach a sequence of phonics lessons.  The trainee continues to develop their knowledge of a breadth of subject areas, with reference to the National Curriculum/EYFS. The trainee can identify the key knowledge and skills pupils need to learn in specific subjects. | **Description:**  The trainee demonstrates secure subject knowledge in all areas of the curriculum.  The trainee can plan and teach a sequence of lessons effectively, making appropriate reference to the National Curriculum/EYFS and age/phase.  Appropriate resources are tailored to meet the needs of all learners.  The trainee can plan and teach a sequence of phonics lessons effectively.  The trainee recognises the need for a broad and balanced curriculum, and encourages pupils to apply their knowledge and skills from one discipline to another. | 3, 4 |
| **Supportive Questions:**   * How is the trainee developing their subject knowledge? * Can the trainee discuss the structure of a phonics lesson and identify how to deliver it effectively? * Can the trainee reflect on a lesson they have planned and why it was successful/unsuccessful? | **Supportive Questions:**   * Can the trainee identify gaps in their subject knowledge and explain how these will be addressed? * Is the trainee aware of the requirements for specific curriculum subjects/areas in the age and phase that they are teaching? * Can the trainee plan and sequence phonics lesson independently? | **Supportive Questions:**   * Is the trainee able to sequence lessons appropriately with suitable resources? * Can the trainee identify the key skills and knowledge for all subjects in the curriculum for the age/phase they are teaching? * Are the trainee’s phonics lessons creative and engaging for all pupils? |  |
| **Assessment** | **Description:**  The trainee is able to identify assessment strategies through observation and deconstruction of practice. They are developing their understanding of the purpose of different types of assessment.  The trainee considers potential misconceptions and includes opportunities to check for these in their planning.  The trainee is able to give appropriate, specific feedback to pupils and gives pupils the opportunity to respond. | **Description:**  The trainee understands the difference between formative and summative assessment, including the requirements for statutory assessment.  The trainee’s planning utilises assessment to inform next steps and ensure opportunities for positive outcomes for all.  The trainee is developing their understanding of how to structure tasks and questions to support the identification of knowledge gaps and misconceptions.  The trainee recognises the value of alternative methods of feedback (e.g. self and peer assessment).  The trainee has an awareness of the school’s data system for monitoring pupil progress. | **Description:**  The trainee can use systems in school to record pupil data and can explain how this is useful in improving pupil outcomes.  The trainee uses a range of assessment strategies to inform them of pupils’ understanding and needs and to assess progress against the learning outcome.  The trainee prompts pupils to elaborate on answers to questions to check that an answer stems from secure understanding.  The trainee systematically and regularly monitors individual’s progress to evaluate learning and the feedback supports pupils to regulate their own learning over time. | 2, 4, 6 |
| **Supportive Questions:**   * Can the trainee discuss assessment strategies they have observed and had the opportunity to put into practice? * Does the trainee give appropriate feedback to pupils that encourages further effort and provides guidance? (Verbal and/or written). * Is the trainee aware of potential misconceptions in the subject matter they are teaching? | **Supportive Questions:**   * Does planning clearly build on prior knowledge and promote progress? * Has the trainee practiced using any alternative assessment and feedback techniques? Can they reflect on the success of these? | **Supportive Questions:**   * Is the trainee able to consider the wider context of pupil assessment in school and this is recorded? * Does the trainees practice promote opportunities for clear assessment of pupil progress and understanding? * How does the trainee monitor pupil progress over time and use this to inform future planning? |
| **Critical Thinking** | **Description:**  The trainee understands that teaching is an evidence-based profession and has an awareness of current educational research priorities.  The trainee can use their understanding of theory about how pupils learn to support their developing practice.  The trainee begins to make links between theory and the practice they have observed.  There is a developing awareness of metacognitive and self-regulation strategies the pupils can use. | **Description:**  The trainee starts to critically evaluate the evidence they use to support their practice.  The trainee’s observation and deconstruction of practice demonstrates an understanding of how to effectively analyse practice for their own professional development.  The trainee is aware of the importance of developing critical thinking skills in pupils.  The trainee is beginning to incorporate metacognitive and self-regulation strategies into their teaching to support pupils’ independence. | **Description:**  The trainee’s practice is well-informed and supported by relevant educational theory and research.  The trainee provides opportunities for pupils to develop a deep understanding of a subject area in order to promote problem solving.  The trainee encourages pupils to evaluate sources of information to encourage opportunity for critical thinking.  The trainee shows in their planning that they can model and/or teach metacognitive and self-regulation strategies to enable all pupils to have academic success. | 8, Part 2 |
| **Supportive Questions:**   * Can the trainee refer to relevant research/theory and discuss how they have seen this in practice? * Can they explain how a particular theory has influenced their teacher identity? | **Supportive Questions:**   * Can the trainee justify influences on their teaching practice? * Do the trainees’ weekly targets demonstrate reflection on practice in order to support their progress? * Can the trainee explain what critical thinking might look like for the pupils in their class? | **Supportive Questions:**   * Can the trainee articulate how their practice has developed with reference to their wider reading across their programme? * How does the trainee actively encourage and provide opportunities for successful critical thinking and problem solving for pupils? |
| **Inclusion, Diversity and Global Citizenship** | **Description:**  The trainee has engaged in professional dialogue about how to support pupils with additional needs, demonstrating their awareness of the additional guidance from the SEND Code of Practice. They are aware of the role of the SENDCo within the school and how professionals work together to support pupils. The trainee is able to identify some ways that teachers ensure all pupils are able to be successful in their learning through adapting provision whilst maintaining high expectations.  The trainee is beginning to plan using formative assessment so that they can identify where pupils may need concepts to be further broken down.  The trainee is aware of the need to ensure that diversity is proactively celebrated and is starting to help pupils to accept diverse beliefs, cultures and viewpoints, disability, differing health needs.  The trainee is aware of global issues and is starting to include elements of global citizenship in their teaching, through collaborative planning with an expert colleague. | **Description:**  The trainee has a growing awareness of different approaches to supporting pupils with additional needs, and they draw upon their training, observations from expert colleagues and additional guidance from documents such as the SEND Code of Practice.  The trainee uses formative assessment to develop their understanding of pupils’ needs and this informs planning.  The trainee is developing an approach to talking about diversity and is starting to challenge and correct inappropriate stereotypical viewpoints, with the support of an expert colleague.  The trainee often includes links to issues surrounding global citizenship where it is appropriate in lessons. | **Description:**  The trainee, under the supervision of expert colleagues, takes responsibility for supporting pupils with additional needs and they draw upon on-going formative assessment to support individuals. They work with the SENDCo, Designated Safeguarding Lead and other educational professionals to ensure pupils in their class are supported. The trainee is able to work with expert colleagues in supporting pupils who may have more complex needs or are exhibiting challenging behaviours.  The trainee demonstrates confidence when dealing with the topic of diversity and is beginning to foster positive and effective ways of teaching pupils tolerance, understanding and appreciation of the needs of other people.  The trainee regularly makes reference to and takes the opportunity to include links to global citizenship issues in their teaching. | 1, 5, Part 2 |
| **Supportive Questions:**   * Can the trainee talk about the role of the SENDCO and SEND provision from their professional dialogue with expert practitioners? * Can the trainee articulate how they have supported the diverse needs of pupils and how they have adapted lessons to accommodate those needs? * Is the trainee starting to address aspects of global citizenship in their work with the pupils? | **Supportive Questions:**   * Is the trainee’s awareness and competency regarding SEND developing as a result of their learning? * Is the trainee planning and delivering lessons which show an increased level of adapting learning through the use of formative assessment? * Does the trainee take regular planned and unplanned opportunities to celebrate and promote global issues? | **Supportive Questions:**   * Has the trainee shown that they can work with additional expert colleagues, both in school and external, to start to support all pupils effectively? * Does the trainee plan and deliver lessons which are increasing in their accuracy of matching the level of learning to the needs of the child? * Is the trainee regularly proactive in promoting global issues and teaching pupils to reflect on how they can have an impact on society? |
| **Resilience and Wellbeing for** | **Description:**  The trainee is aware of strategies to manage and organise their workload and professional responsibilities. They are beginning to identify appropriate ways to support their development, working with expert colleagues to gain ideas and strategies.  The trainee can discuss matters regarding wellbeing with expert colleagues and is starting to formulate their own strategies.  The trainee is gaining an awareness of how to encourage pupils to be resilient in their attitudes to learning through observation of and dialogue with expert colleagues.  The trainee is aware of the importance of maintaining a positive work-life balance. They are developing their professional identity and self-awareness. | **Description:**  The trainee can organise their workload with support from expert colleagues and can deconstruct systems and routines to understand how to be efficient and to manage time effectively.  The trainee can identify ways to promote positive attitudes to support wellbeing and is actively demonstrating these in practice.  The trainee uses strategies to support the resilience of pupils and encourages them to learn from mistakes in a positive manner, seeking support from expert colleagues.  The trainee uses strategies to promote and support a positive work-life balance for themselves. They are aware of the support that is available. | **Description:**  The trainee works efficiently and can manage their workload in a way that supports all aspects of the professional requirements of a trainee teacher.  The trainee creates a positive environment which supports the wellbeing of all.  The trainee creates a learning environment where pupils feel challenged and supported, enabling them to thrive and develop positive and resilient approaches to learning.  The trainee takes responsibility for managing their work-life balance in an appropriate manner. They take steps to support the collective work-life balance with colleagues. | 1, 8, Part 2 |
| **Supportive Questions:**   * How is the trainee managing their workload and work-life balance? | **Supportive Questions:**   * Is the trainee able to explain how they manage their own wellbeing and resilience? * Does the trainee show an awareness of the support available to them? * Is the trainee able to talk about the importance of supporting pupils to have a positive approach to learning from mistakes? | **Supportive Questions:**   * Does the trainee actively promote positive attitudes with regards to wellbeing? * Does the trainee create a learning environment where pupils are encouraged and challenged to learn positively from learning experiences? |

The RAG rating statement will be as follows:

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| **Red (very few students)** | **Amber (a few students)** | **Green (most students)** |
| At this stage, the trainee is not expected to meet the requirements of the summative assessment at the end of the course.  Intensive support will be put in place. Please inform the School Experience administrator as soon as possible. | The trainee is not making the expected progress in this area of the UW ITE curriculum at this stage of their training.  A TAP needs to be issued to support the progress of the trainee. | The trainee is making expected progress in this area of the UW ITE curriculum at this stage of their training. |