**PGCE Secondary: School Report: 2021-22**

**Name of Trainee: xxxxxxx Subject: xxxxxxxx School 1: xxxxxx School 2: xxxxx**

**Record of Progress against the Curriculum Threads**

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|  | **Phase 1 -Autumn 2021** | | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
|  | **Career Stage – Phase 1** | | | | **Career Stage – Phase 2** | | | | **Career Stage – Phase 3** | | | |
| Curriculum Threads | **Not on target** | **Emerging** | | **Confident** | **Emerging** | **Confident** | **Good** | **High Performing** | **Fail** | **Confident** | **Good** | **High Performing** |
| Behaviour Management |  | **✓** | |  |  |  |  |  |  |  |  |  |
| How Pupils Learn |  | **✓** | |  |  |  |  |  |  |  |  |  |
| Adaptive Teaching |  | **✓** | |  |  |  |  |  |  |  |  |  |
| Subject Knowledge and Pedagogy |  | **✓** | |  |  |  |  |  |  |  |  |  |
| Assessment |  | **✓** | |  |  |  |  |  |  |  |  |  |
| Professional Behaviours |  | **✓** | |  |  |  |  |  |  |  |  |  |
| Part 2: Personal and Professional Conduct | **Pass** | | **Fail** | | **Pass** | | **Fail** | | **Pass** | | **Fail** | |
| Demonstrate consistently high standards of personal and professional conduct |  | |  | |  | |  | |  | |  | |

**Summative Progress at the End of the Year**

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| **Teachers’ Standards** | **Pass** | **Fail** | **Teachers’ Standards** | **Pass** | **Fail** |
| 1 Set high expectations which inspire, motivate and challenge pupils |  |  | 5 Adapt teaching to respond to the strengths and needs of all pupils |  |  |
| 2 Promote good progress and outcomes by pupils |  |  | 6 Make accurate and productive use of assessment |  |  |
| 3 Demonstrate good subject and curriculum knowledge |  |  | 7 Manage behaviour effectively to ensure a good and safe learning environment |  |  |
| 4 Plan and teach well-structured lessons |  |  | 8 Fulfil wider professional responsibilities |  |  |
| Part 2: Personal and Professional Conduct | | | | **Pass** | **Fail** |
| Demonstrate consistently high standards of personal and professional conduct | | | |  |  |

**Text

Description automatically generatedBehaviour Management – Manage Behaviour Effectively – Set High Expectations**

**Leading to Teachers’ Standard 1 – Set high expectations which inspire, motivate and challenge pupils**

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|  | **FORMATIVE ASSESSMENTS** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | **Good** | **High Performing** |
| **BM1** | Begin to encourage learners to participate and contribute. Recognise how teachers create appropriate working environments.  With support maintain a safe learning environment. | With support, confidently use strategies that encourage learners to participate and contribute.  Use routines to maintain a safe learning environment. | *Create a culture of respect and trust with pupils* *that promotes challenge and aspiration.*  *Apply rules, sanctions, and rewards in line with school policy, escalating behaviour incidents as appropriate.* | Understand and articulate what constitutes a safe and stimulating environment and be highly aware of how to promote safety in different situations including in relation to e-safety. Create *inclusive* lessons *using intentional and consistent language* in which pupils feel that their contributions are consistently valued and welcomed. | TS1a Establish a safe and stimulating environment for pupils, rooted in mutual respect. |
| **BM2** | Start to recognise that different classes may require different approaches to lesson planning and goal setting. | Provide opportunities for students to work independently, make mistakes and learn from them.  Demonstrate how elements of the lesson have been tailored to meet the needs of the specific class. | *Create a positive environment where making mistakes and learning from them, plus the need for effort and perseverance, are part of a daily routine. Acknowledge and praise pupil effort - emphasising progress being made.* | *Communicate a belief in the academic potential of pupils* *using* *tasks* that stretch*, challenge and motivate* pupils *within a challenging curriculum*.  Use effective strategies to support the learning and progress of underperforming groups. | TS1b Set goalsthat stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| **BM3** | Begin to develop positive attitudes, values and behaviour. Support and enthusiasm for the school ethos and working with learners are at an early stage. | Model positive attitudes, values, and behaviours.  Shadow and support colleagues in activities that engage parents and carers in the education of their children. | *Demonstrate high behavioural expectations. Model the types of courteous behaviour expected of pupils. With the support of colleagues seek opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)*. | Model exemplary positive attitudes and values when *engaging*with pupils, colleagues and parents *understanding how this engagement changes depending on the age and development stage of the pupils*. Rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration). | TS1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

**Leading to Teachers’ Standard 7 – Manage behaviour effectively to ensure a good and safe learning environment.**

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|  | **FORMATIVE ASSESSMENTS** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | **Good** | **High Performing** |
| **BM4** | Explain the school’s behaviour policy and begin to apply the rules and routines therein. Be aware of the responsibility for promoting good and courteous behaviour in the classroom. | Apply the school’s behaviour policy and make explicit use of routines and rewards in the classroom.  Begin to pre-empt and use strategies for when low-level disruption may occur. | *Establish expectations, by reinforcing established school and classroom routines taking*responsibility for learners’ behaviour both in the classroom and around the school.  *Respond consistently to pupil behaviour - checking pupils’ understanding of instructions before a task begins.*  *Work 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).* | *Create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*  Apply the school’s behaviour policy confidently in all situations to create an excellent climate for learning. | TS7a Have clear rules and routines for behaviour in classrooms and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. |
| **BM5** | Begin to manage classes appropriately with regard to expectations of behaviour. Begin to use praise, sanctions and rewards to minimise disruption. | Confidently communicate high expectations for learners. Use praise, rewards, and sanctions in line with school and department policies with support. | Motivate pupils, by making timely and appropriate interventions.  *Establish a positive, supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* | Create an environment that is unreservedly positive about behaviour and safety using strategies that promote high levels of engagement, collaboration and cooperation. Know pupils well and use rewards and sanctions in a personalised and positive manner. | TS7b Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. |
| **BM6** | With support, engage pupils and manage small groups. Involve and motivate some individual learners. | With support, confidently give clear instructions for whole classroom directions.  Follow school policies for ensuring a consistent approach to uniform and presentation of work. | *Give manageable, specific and sequential instructions using consistent language and non-verbal signals for common classroom directions.  Use early and least-intrusive interventions as an initial response to low level disruption* so that lessons flow smoothly and without interruption. Encourage pupils to take pride in their work, their appearance and their school. | Plan and use a range of highly effective strategies to promote learning which are appropriate to pupils’ needs. Ensure attitudes to learning are consistently at an equally high standard across subjects (if applicable), years and classes. Ensure incidences of low-level disruption in lessons are rare.  *Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.* | TS7c Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. |

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| **BM7** | Begin to develop positive relationships with pupils and exert authority. | Demonstrate positive relationships and, with support, respond quickly to any behaviour or bullying that threatens emotional safety. | *Build trusting relationships*. Seek out additional support when required *to respond quickly to any behaviour or bullying that threatens emotional safety.*  *Work with mentors/expert colleagues to engage parents, carers and colleagues (e.g. discussing a script) both in formal and informal settings.* | *Build trusting relationships including using 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*.  Form effective relationships that make a strong contribution to a positive learning environment. When applicable effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | TS7d Is able to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |

**Behaviour Management – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

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**Leading to Teachers’ Standard 2 – Promote good progress and outcomes by pupils**

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|  | **FORMATIVE ASSESSMENTS** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…** |
|  | **Emerging** | **Confident** | **Good** | **High Performing** |
| **HPL1** | Begin to understand teachers’ accountability for pupils’ attainment, progress and outcomes. | Make regular use of assessment approaches to garner learner confidence in the taught content and/or skills. | *Work with mentors/expert colleagues to increase challenge with practice and retrieval as knowledge or skills become more secure*.  With support, monitor and assess learners’ achievements and provide feedback to them based on their specific needs as individuals/groups of learners with the aim to further the progress of learners. | Independently monitor progress to evaluate how well pupils are learning so that the approach can be changed during the lesson if necessary.  Independently *increase challenge with practice and retrieval as knowledge or skills become secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).* Provide feedback and targets to individual learners that are focused to ensure further progress. | TS2a Be accountable for pupils’ attainment, progress and outcomes. |
| **HPL2** | Begin to take account of prior achievement when planning and/or teaching. | Take account of prior achievement when planning and/or teaching. | *Take account of prior knowledge when planning/sequencing to avoid overloading working memory.*  *With the help of mentors/expert colleagues link:*   * *What pupils already know/can do to what is being taught (e.g. explaining how new content or skills build on what is already known).* * *Identify possible misconceptions and plan how to prevent these from forming.* | *Demonstrate a clear and deep understanding of how to plan for progression*.  *Sequence lessons so that pupils secure foundational knowledge before encountering more complex content. Independently plan for misconceptions.* | TS2b Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. |
| **HPL3** | Begin to provide tentative opportunities for learners to reflect on their learning. | Provide learners with opportunities to reflect on their learning. | Regularly provide learners with the time and opportunity to reflect on specific aspects of their learning and identify emerging needs. | Create time and opportunities for learners to reflect on their progress*, sharing emerging understanding and points of confusion so that misconceptions can be addressed*. Use targeted intervention to identify the progress learners have made and support them to understand what they need to do to improve. | TS2c Guide pupils to reflect on the progress they have made and their emerging needs. |
| **HPL4** | Begin to demonstrate an awareness of how pupils learn using a basic range of teaching strategies and interventions. | Show an understanding of how learners learn by using a range of teaching and learning strategies appropriately. With support, break complex material into smaller steps. | *Work with mentors/expert colleagues to reduce overload on working memory by reducing distractions on the working memory.  Take into account prior knowledge to keep complexity to a minimum so that attention is focused on content.*  *Break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).*  *Observe and deconstruct how expert colleagues plan regular review and practice of key ideas and concepts over time.* | *Discuss and analyse with mentors/expert colleagues how to design and implement subject specific - practice, generation and retrieval tasks that provide just enough support so that pupils increase the likelihood of materials being retained when attempting challenging work.* | TS2d Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
| **HPL5** | Plan for teaching and learning providing some opportunities for independent learning. | Regularly provide opportunities that require independent learning. | Use effective teaching strategies that encourage independent learning. Set appropriately challenging tasks. | Consistently create opportunities for autonomous learning *balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* | TS2e Encourage pupils to take a responsible and conscientious attitude to their own work and study. |

**Leading to Teacher’s Standard 4 – Plan and teach well-structured lessons**

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|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can….** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |  |
| **HPL6** | Begin to structure lessons that contribute towards supporting learning. Show awareness that the pace of the lesson needs to be effective. | Structure lessons that support learning. Working closely with mentors, begin planning lessons that:   * Considers prior learning. * Break tasks down into appropriate chunks. * Considers the necessary foundational content knowledge. * Providing opportunities for pupils to consolidate and practise applying new knowledge and skills. * Include a range of types of questions in class discussions. * Make effective use of lesson time | *Work with mentors/ expert colleagues to plan effective lessons by:*   * *Starting expositions at the point of current pupil understanding.* * *Breaking tasks down into constituent components.* * *Teaching the necessary foundational content knowledge using modelling, explanations and scaffolds.* * *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* * *Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary and asking pupils to justify answers).* | *Planning activities to enable pupils to think hard about, exposing potential pitfalls and explaining how to avoid them.*  *Enabling critical thinking and problem solving by* *using tasks that scaffold pupils through meta-cognitive and procedural processes and deconstructing this approach. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*  *Stimulate pupil thinking and check for understanding, for example, considering 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).*  *Providing appropriate wait time between question and response where more developed responses are required.* | TS4a Impart knowledge and develop understanding through effective use of lesson time. |
| **HPL7** | Motivate learners in some parts of the lesson. | With the support of the mentor/expert colleague, use teaching strategies and material that engages learners. | Teach in a way that engages learners’ interest c*ombining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*  *Work with mentors/expert colleagues 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).*  With support take some risks when trying to make teaching engaging. | Inspire and communicate enthusiasm to pupils.  *Narrate 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).*  *Independently stimulate pupil thinking and check for understanding, by providing scaffolds for pupil talk to increase the focus and rigour of dialogue.*  Take risks confidently to make teaching engaging. | TS4b Promote a love of learning and children’s intellectual curiosity**.** |
| **HPL8** | With support design homework activities. | Set regular, meaningful homework in line with school and department policies. | Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress (in the sense of knowing more, remembering more and being able to do more) to consolidate knowledge and understanding. Monitor and record homework. | Set inspiring and creative homework, and other out of class activities to engage learners in consolidating and extending their knowledge and understanding.  Employ rigorous and systematic methods to monitor and record homework. | TS4c Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| **HPL9** | Begin to evaluate and reflect on own teaching. | Objectively review and evaluate own teaching, setting appropriate SHARP targets in weekly reviews. | Take responsibility for professional development through evaluating own performance and setting challenging SHARP targets in weekly reviews *in order to improve practice*. Work with mentors/expert colleagues to assess the impact of teaching on pupil progress over time. | Habitually self-evaluate, setting challenging SHARP targets using weekly reviews to map and review pupil progress. Reflect systematically, and take account of feedback, from mentors/expert colleagues and other professionals. | TS4d Reflect systematically on the effectiveness of lessons and approaches to teaching. |
| **HPL10** | Where appropriate, with mentors/expert colleagues, contribute tentatively to curriculum planning. | Where appropriate, make positive contributions to curriculum planning. | Make a positive contribution to curriculum planning showing some examples of innovation. Make creative use of resources to plan lessons to take account of the needs of groups of pupils and individuals. | Show initiative and examples of innovation, for example within a scheme of work, develop the curriculum or producing high quality innovative resources. | TS4e Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

**How Pupils Learn – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

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Description automatically generated**Adaptive Teaching**

**Leading to Teachers’ Standard 5 – Adapt teaching to respond to the strengths and needs of all**

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|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |  |
| **AT1** | Begin to recognise the needs of different learners. | Track the needs of different learners and, with the support of mentors/expert colleagues, plan lessons that meet their needs | *Making use of formative assessment by observing how colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and experience success.*  *Making use of well-designed resources (e.g. textbooks).* | Consistently teach lessons to accurately match individual needs- *deconstructing approaches* to take account of the differing progress made by each learner during the lesson.  *Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.*  *Reframe questions to provide greater scaffolding or greater stretch.* | TS5a Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| **AT2** | Begin to recognise some potential barriers to learning and suggest some strategies to overcome them. | Observe how colleagues group pupils in lessons and, with the support of mentors/ expert colleagues, incorporate strategies to overcome barriers to learning for groups of pupils within the class. | Use a variety of strategies *to challenge and motivate learners* *where attainment is low*.  *For example, discuss and analyse with mentors/expert colleagues how to:*   * *Balance input of new content so that pupils master important concepts and experience success.* * *Group pupils effectively and understand how and why the placement school changes groups regularly, avoiding the perception that groups are fixed.* | Consistently use strategies to overcome barriers to learning for all learners. *Understand the cause of low achievement; challenge and motivate learners where attainment is low; and use effective strategies to support underperforming groups.* | TS5b Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. |
| **AT3** | Show a basic awareness of the physical, social and intellectual development of children, and with support, adapt teaching to support pupils’ education at different stages of development. | Show an understanding of the physical, social and intellectual development of pupils, and how to adapt teaching to support education at different stages of development. | Work with mentors/expert colleagues to *apply high expectations to all groups, ensuring all pupils have access to a rich curriculum.*  *Identify pupils who need new content further broken down.*  *Make effective use of teaching* *assistants and other adults in the classroom under supervision of colleagues*. | Use creative approaches in response to the different physical, social and intellectual needs of learners to *ensure all pupil access a rich curriculum*. Employ a range of distinctive and age-appropriate approaches to support pupils with differing educational needs. | TS5c Is able to 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. |
| **AT4** | Show a basic awareness of the needs of pupils and be able to identify some teaching approaches. | Have a good knowledge of the particular needs of individual pupils who are SEND, EAL, high ability or Pupil Premium, making use of some specific approaches to support those pupils. | *With mentors/expert colleagues:*   * *Develop a clear understanding of different pupils’**needs, including how to use the SEND Code of Practice - working closely with the Special Educational Needs Co-ordinator (SENCO)/special education professionals and the Designated Safeguarding Lead (DSL).* * *Discuss and analyse whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons without creating unnecessary workload.* | Consistently and effectively demonstrate and evaluate a variety of approaches to inclusive teaching to engage and support all learners (including more able) EAL, SEND and pupils eligible for the *pupil premium* (including Free School Meals). | TS5d 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. |

**Adaptive Teaching – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

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**Leading to Teaching Standard 3 – Demonstrate good subject and curriculum knowledge**

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|  | **FORMATIVE ASSESSMENT** | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |
| **SKP1** | With support apply subject and curriculum knowledge to plan lessons. Begin to demonstrate sufficient subject knowledge to be aware of misunderstandings. | Confidently apply subject and curriculum knowledge to planning lessons. Demonstrate sufficient subject knowledge to pre-empt misunderstandings and misconceptions. | *Work with mentors/expert colleagues*to :   * *To identify essential concepts, knowledge, skills and principles of the subject.* * *Provide opportunities for pupils to learn and master these.* * *Be aware of common misconceptions and know how to address these to help pupils master important concepts.*   *Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils to develop fluency with core concepts).* | *Discuss and analyse how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. Can practice, receive feedback and improve at balancing exposition, repetition, practice and retrieval of critical knowledge and skills.*  *Ensures pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.* | TS3a Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. |
| **SKP2** | Recognise the need to clarify and update subject knowledge and subject-specific pedagogy. | Regularly engage in activities to clarify and update subject knowledge and subject-specific pedagogy e.g. wider reading, podcasts, networking, workshops/conferences. | *Work with mentors/ expert colleagues to select resources (e.g. textbooks and on line resources) and develop teaching materials aligned with the school curriculum e.g. analogies, illustrations, examples, explanations that demonstrates carefully sequencing of subject content.* | *Discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum decisions and how the school’s curriculum materials inform lesson preparation*. | TS3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. |
| **SKP3** | Recognise the need to develop pupils’ reading, writing and communication skills. | With the support of mentors/expert colleagues, plan opportunities for pupils to develop their reading, writing and communication skills. | Confidently use subject specific vocabulary and structures when communicating with pupils to develop pupils’ literacy skills.  Plan opportunities to *develop reading, writing, communication skills* in lessons. *Know how to model reading comprehension by asking questions, making predictions, and summarising when reading.*  *Discusses and analyses with colleagues how to teach different forms of writing by modelling planning, drafting and editing*. | Demonstrate highly effective *teaching of reading, writing and communication*. Demonstrate a clear and deep understanding of how to plan for the development of pupils’ literacy skills and use this to plan teaching; dealing with barriers to learning.  *Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught*.  *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).* | TS3c 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. |
| **SKP4** | Recognise the need to develop an understanding of early reading. | Identify pupils who are ‘early readers’ and incorporate literacy strategies into lessons. | Work with mentors/ expert colleagues to *discuss and analyse how to support identified pupils to become fluent readers and to write fluently and legibly.* | Demonstrate confidently and competently a clear understanding of how to plan proactively for the development of pupils’ reading skills and use this to plan teaching, dealing with barriers to learning where applicable. | TS3d If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. |
| **SKP5** | Recognise the need to develop pupils’ mathematics skills. | Incorporate opportunities for pupils to develop their mathematical skills, when appropriate. | Use a range of mathematics skills within lessons with increased confidence and competence*.* Understand how to overcome barriers to learning such as low levels of numeracy where applicable. | Demonstrate confidently and competently a clear understanding of how to plan proactively for the development of pupils’ mathematical skills and use this to plan teaching, dealing with barriers to learning where applicable. | TS3e If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

**Subject Knowledge and Pedagogy – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

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Description automatically generatedAssessment**

**Leading to Teaching Standard 6 – Make accurate and productive use of assessment**

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|  | **FORMATIVE ASSESSMENT** | | | | | **SUMMATIVE** |
|  | **Characteristics for trainees in this stage of their career** | | | | | **By the end of the course can….** |
|  | **Emerging** | **Confident** | | **Good** | **High performing** |
| **A1** | With support, begin to assess pupils’ attainment against national benchmarks. | With support, plan and use formative assessment opportunities, assessing pupils’ attainment against national benchmarks. | *Discuss, analyse and work with mentors/ expert colleagues to ensure common assessment pitfalls are avoided by* planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). | | Accurately, and independently assess pupils’ attainment *using*current*curricular, examinations and assessment arrangements*.  *Discuss and analyse with colleagues how to avoid common assessment pitfalls (choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments).* | TS6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| **A2** | Begin to use a basic range of formative and summative assessment strategies that indicate a learner has made progress when planning. | Use a range of formative and summative assessment strategies that indicate a learner has made progress when planning. | *Provide high quality feedback* using formative, continuous assessment and summative strategies effectively*.*  *Prompt pupils to elaborate when responding to questions to check that an answer stems from secure understanding.*  *Monitor pupil progress during lessons including checking for misconceptions.* | | *Know how to structure tasks and questions to identify knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).*  Systematically and regularly monitor individual’s progress to evaluate learning over time. | TS6b Make use of formative and summative assessment to secure pupils’ progress |
| **A3** | Plan lessons or part lessons to show a basic understanding that school and pupil data needs to be used to set targets for groups and individuals. With support identify the next steps in learning. | With the support of mentors/expert colleagues confidently plan lessons that utilise pupil data to set appropriately challenging targets. | *Work with mentors/expert colleagues to m*onitor and record learners’ progress and how the outcomes are used in subsequent planning, with a clear focus on groups and individual learners.  *Knows how to record data only when it is useful for improving pupil outcome.*  Monitor and assess learners’ achievement in line with the school policy. | | Systematically use relevant data to set challenging and differentiated targets.  *Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.* | TS6c Use relevant data to monitor progress, set targets, and plan subsequent lessons. |
| **A4** | With support begin to monitor learners’ progress and assess their achievement. | With support, confidently use a range of assessment strategies where feedback for pupils is specific and helpful. | *Make marking manageable and effective* by using *accurate and efficient feedback (e.g. using codes and recognised abbreviations in written feedback) understanding that written marking is only one form of assessment.*  *Know how to ensure feedback is specific and helpful when using peer or self-assessment.*  *Scaffold self-assessment by sharing model work with pupils, highlighting key details.* | | In partnership with pupils provide detailed feedback and targets that are focused on *specific actions and provide time for them to respond* to ensure very good progress.  Keep relevant, accurate and up-to-date records of pupil progress, learning/attainment. | TS6d Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |

**Assessment – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

**Text

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**Leading to Teaching Standard 8 – Fulfil wider professional responsibilities**

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|  | **Formative Assessment** | | | | **Summative** |
|  | **Characteristics for trainees in this stage of their career** | | | | **By the end of the course can…..** |
|  | **Emerging** | **Confident** | **Good** | **High performing** |  |
| **PB1** | Begin to understand the school ethos. With prompts contribute to the wider life of the school. | Understand the school ethos.  Make contributions to the wider life of the school e.g., supporting pastoral duties | Regularly contribute to the wider life and ethos of the school, for example,*by supporting mentors/expert colleagues with their pastoral responsibilities, such as careers advice).* | *Contributing positively to the wider school culture developing a feeling of shared responsibility for improving the lives of all pupils within the school.* | TS8a Make a positive contribution to the wider life and ethos of the school. |
| **PB2** | Begin to build professional relationships with colleagues using basic skills in working collaboratively, recognising the need to seek advice. | Work with mentors/expert colleagues effectively. Begin seeking advice to extend subject and pedagogic knowledge as part of the lesson preparation process. | *Collaborate with mentors/expert colleagues to share the load of planning and preparation and make use of shared resources (e.g. textbooks). Seek advice to extend subject and pedagogic knowledge as part of the lesson preparation process.*  *Discuss and analyse with mentors/expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).*  *Observe how colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach.* | *Work as part of a team*. *Seek challenge, feedback and critique from mentors/expert colleagues in an open and trusting working environment.*  *Protect time for rest and recovery and be aware of the sources of support available to support good mental well-being.* | TS8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. |
| **PB3** | Begin to communicate with support staff. | Confidently communicate with a range of staff so that lessons run smoothly. | With the support of mentors/expert colleagues know how to prepare and plan for teaching assistants and other professionals -sharing the intended lesson outcomes ahead of lessons. | *Knows how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*  *Works with the SENCO and other professionals supporting pupils with additional needs, knowing how to make explicit links between interventions delivered outside of lessons with classroom teaching.* | TS8c Deploy support staff effectively. |

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| **PB4** | With support identify basic developmental targets on PebblePad. Respond to advice from mentors/expert colleagues | With support, collaboratively identify detailed SHARP (subject-specific where appropriate) targets and suggest strategies to address these using the Progression booklet. Routinely record and review targets during weekly reviews on PebblePad. Respond positively and proactively to advice from mentors/expert colleagues. | Take ownership for personal development using the Progression booklet to track progress.*With mentors/expert colleagues reflect on progress made, recognising strengths and weaknesses and identify next steps for further improvement using SHARP*(subject specific where appropriate)*measurable targets.*  Use weekly reviews to evaluate professional practice*- responding positively and proactively to advice/feedback from colleagues.* | Critically and rigorously evaluate professional practice in weekly reviews to identify challenging/SHARP (subject specific where appropriate) targets; meticulously use the Progression booklet and maintain PebblePad as evidence of self-evaluation.  *Strengthens pedagogical and subject knowledge by participating in wider networks.*  *Engage critically with research and use evidence to critique practice.* | TS8d Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |
| **PB5** | With support and guidance, communicate with parents/carers about learners’ achievement and/or well-being. | Work with mentors/expert colleagues, to assume some responsibility for communicating effectively with parents and carers in relation to pupils’ achievements and well-being. | Work with mentors/expert colleagues, to assume responsibility for *communicating effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being*, doing so in response to individual pupils’ emergent needs. | *Independently communicate effectively both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. Be proactive in making effective use of parents’ evenings to engage parents and carers in their children’s schooling*. | TS8e Communicate effectively with parents with regard to pupils’ achievements and well-being. |

**Professional Behaviours – Formative Assessment**

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| **Phase 1 -Autumn 2021** | | | **Phase 2 - Spring 2022** | | | | **Phase 3 – Summer 2022** | | | |
| Overall Grade – (Career Stage) Best Fit | | | Overall Grade – (Career Stage) Best Fit | | | | Overall Grade – (Career Stage) Best Fit | | | |
| Not on target | Emerging | Confident | Emerging | Confident | Good | High Perform | Fail | Confident | Good | High Perform |

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| **Meeting the Standards -** | | |
| **Part 2** | **Pass** | **Fail** |
| 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.  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * 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. * 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. | * Have a commitment to the teaching profession, and the development of appropriate professional relationships with colleagues and pupils. Have regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. *Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.* * Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop learners’ wider understanding of the social and culture of different faiths, in line with the maintenance of fundamental British values. * Understand the challenges of teaching in modern British schools and the implications of the Prevent strategy. * Assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Adhere to school/university policies and practices, including those for attendance and punctuality. * Have a broad understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are aware of the professional duties of teachers as set out in the statutory *School Teachers’ Pay and Conditions* document. * Adhere to the school and university VLE/internet safety policy including safe and responsible use of social media. | * Fails to follow the course code of conduct. * Unable to demonstrate a commitment to the teaching profession. Unable to develop appropriate professional relationships with colleagues and pupils or do so inconsistently. Have little or no regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. Do not understand or demonstrate that, by law, schools are required to teach a broad and balanced curriculum and have not begun to develop learners’ wider understanding of social and cultural diversity. * Unwilling or unable to assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Do not fully and/or adequately adhere to school policies and practices, including those for attendance and punctuality. * Little or no understanding of the challenges of teaching in a modern British school or the implications of the Prevent strategy. * Do not have a broad enough understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation.  Are unaware of the professional duties of teachers as set out in the statutory *School Teachers’ Pay and Conditions* document. * Unable to adhere to the school’s or provider’s VLE/internet safety policy including safe and responsible use of social media. |

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| Autumn | | Spring | | Summer | |
| Pass | Fail | Pass | Fail | Pass | Fail |

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| **Phase 1 Record of Progress (Autumn Term)** | |
| **Overall Comment** (Subject Mentor): Summarise what the trainee knows, understands and is able to do in relation to the intended subject specific curriculum. This review must reflect the trainee’s attainment rather than effort or intention and should be an accurate record of the progress to date. | |
| Phase 1: What the trainee knows and understands in relation to the intended subject specific curriculum. | |
| What are the key aspects of the subject specific curriculum that should be the focus at the start of phase 2? (Maximum of 3 SHARP targets) | |
| Subject mentor’s name: | Date: |
| **Overall Comment** (Professional Mentor): Summarise what the trainee knows, understands and is able to do in relation to the Professional Behaviours aspect of the curriculum and comment on their professional conduct. | |
| Phase 1:  Professional Behaviours aspect of the curriculum:  Professional and Personal Conduct: | |
| Professional mentors name | Date: |
| **Trainee’s response:** Which of the curriculum threads have you made the most progress in achieving and what are your key priorities for phase 2 that you will add to your transition Plan? | |
| Phase 1: Curriculum threads where progress has been made:  Key priorities for phase 2 (to be transferred to your transition plan): | |

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| **Phase 2 Record of Progress (Spring Term)** | |
| **Overall Comment** (Subject Mentor): Summarise what the trainee knows, understands and is able to do in relation to the intended subject specific curriculum. This review must reflect the trainee’s attainment rather than effort or intention and should be an accurate record of the progress to date. | |
| Phase 2: What the trainee knows and understands in relation to the intended subject specific curriculum. | |
| What are the key aspects of the subject specific curriculum that should be the focus at the start of phase 3? (Maximum of 3 SHARP targets) | |
| Subject mentor’s name: | Date: |
| **Overall Comment** (Professional Mentor): Summarise what the trainee knows, understands and is able to do in relation to the Professional Behaviours aspect of the curriculum and comment on their professional conduct. | |
| Phase 2:  Professional Behaviours aspect of the curriculum:  Professional and Personal Conduct: | |
| Professional mentor’s name: | Date: |
| **Trainee’s response:** Which of the curriculum threads have you made the most progress in achieving and what are your key priorities for phase 2 that you will add to your transition Plan? | |
| Phase 2: Curriculum threads where progress has been made:  Key priorities for phase 2 (to be transferred to your transition plan): | |

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| **Phase 3: Final Summary Record of Progress** | |
| **Overall Comment** (Subject Mentor): Summarise the trainee’s key strengths in relation to meeting the Teachers’ Standards (right hand column of the Progression booklet) | |
| Phase 3: Key strengths in relation to meeting the Teacher’s Standards (right hand column of the Progression booklet). | |
| What are the key targets for further development in relation to the Teachers’ Standards (right had column of the Progression booklet)? – maximum of three. | |
| Subject mentor’s name: | Date: |
| **Overall Comment** (Professional Mentor) | |
| Phase 3:  Teaching Standard 8 (right hand column of the Progression booklet):  Part 2 – Teachers Standards (as detailed in the Progression booklet) | |
| Professional mentor’s name: | Date: |
| **Trainees’ response:**  Which of the Teacher’s Standards have you made the most progress in achieving and what are your key priorities for ECT phase that you will add to your University of Worcester Career Profile (UWCEP)? | |
| Phase 3: Teacher’s Standards where progress has been made:  Key priorities for the ECT phase (to be transferred to your UWCEP): | |