

Summative Assessment Professional Dialogue Booklet

Preamble

Trainee teachers should have a summative assessment against the Teachers' Standards at the end of their training.

This document is to:

- Provide an opportunity for trainees to celebrate their progress as teachers
- Ensure consistency across the partnership schools and settings in terms of summative assessment
- Support the process of summative assessment
- Provide a useful mechanism for making a judgement at the summative point
- Contribute to mentor development
- Guide students in identifying particular strengths and areas for development in order to ensure a smooth transition into the ECT years

The 'useful questions to ask when looking at the standards' should be used to support the summative assessment of trainees against the Teachers' Standards. The possible evidence column supports trainees and mentors in identifying aspects of trainee practice they may like to discuss or highlight. Formal evidence does not need to be collected or presented.

In the summative, tripartite discussion, the SE tutor and mentor should guide the discussion. A decision must be agreed about all standards and a judgement of 'met' or 'not met' must be recorded on the ERP for each standard. At least 3 standards should be discussed in detail making sure that at least one is from an area of strength and one is from an area of development from the presumptive visit.

Trainees should read through the questions in advance to prepare but there is no requirement to prepare notes or presentations to support the discussion. Any evidence that might be looked at can be demonstrated through discussion, should already be in the SE file, or in the school classroom.

Guidance for Part two: Personal and Professional Conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Teachers' Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career. Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis.

Teachers' Standard 1 – Set high expectations that inspire, motivate and challenge pupils

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>How well do you establish high expectations for pupils' learning and behaviour?</p> <p>How well do you maintain high expectations and personalise learning taking account a range of diverse needs through an inclusive approach?</p> <p>How do you help learners to show respect and sensitivity in their relationships with one another and the teacher?</p> <p>Can you tell me about a lesson where you motivated pupils to build resilience as learners?</p> <p>How do you promote the school's vision and values within your classroom?</p>	<ul style="list-style-type: none">• Planning documentation that shows clear classroom management and resources that are planned to meet challenging learning outcomes.• Annotated lesson plans that reflect upon pupil progress and attitude.• Lesson observations.• SE file- particularly classroom organisation and assessment records.• Discussion with mentors.

Teachers' Standard 2- Promote good progress and outcomes by pupils

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Tell me your understanding of how pupils learn?</p> <p>Can you tell me about a lesson where you took into account pupils' prior learning in planning and teaching?</p> <p>Describe a time when you have given learners the opportunity to reflect on their progress.</p> <p>How do you encourage pupils to take pride in their work and achievements?</p> <p>Can you tell me about a successful teaching strategy that you have used and explain why it was successful?</p>	<ul style="list-style-type: none">• Planning documentation that shows prior learning has been taken into consideration.• Lesson observations.• Pupils' books or examples of work• Discussion with mentors.

Teachers' Standard 3- Demonstrate good subject and curriculum knowledge

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Describe an example of how you have developed your subject and curriculum knowledge.</p> <p>Can you show me a sequence of learning and talk about how you have ensured the sequence is progressive?</p> <p>Can you tell me how you approach misconceptions in lessons?</p> <p>How have you supported the development of early reading, and can you tell me about your understanding of SSP?</p> <p>Describe the teaching strategies you have used to teach mathematics, including early mathematics.</p>	<ul style="list-style-type: none">• Planning documentation that shows prior learning has been taken into consideration.• Lesson observations.• Pupils' books or examples of work• Discussion with mentors.• Examples of phonics lesson observations and planning.• You could think about the perfect 6 and talk about the strategies to support mastery.

Teachers' Standard 4- Plan and teach well-structured lessons

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>How do you manage the timing and pace of your lessons to make sure that lesson time is used effectively?</p> <p>Can you share some pupil work that shows how you have captured children's interests? Think about how you promote a love of learning and capture children's curiosity.</p> <p>How do you consolidate and extend the knowledge and understanding pupils have acquired?</p> <p>Can you show me an annotated lesson plan which demonstrates how you have reflected on your practice?</p> <p>Can you tell me about practice that you have observed and give an example of how this has impacted your practice?</p>	<ul style="list-style-type: none">• Planning documentation that shows time management in lessons• Lesson observations• Pupils' books or examples of work• Discussion with mentors• Homework activities (if applicable)• Enrichment activities (if applicable)• Annotated lesson plans

Teachers' Standard 5- Adapt teaching to respond to the strengths and needs of all pupils

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Can you tell me about some of the factors that can present barriers to learning, progress and wellbeing for pupils in your class and you have worked to overcome these?</p> <p>How do you adapt your teaching to support the needs of the pupils in your class?</p> <p>How do you/your school provide support for those pupils receiving pupil premium?</p> <p>Reflect on your approach to teaching pupils with EAL, what worked well and what would you like to improve?</p> <p>Can you tell me about your conversations with SENDCos over your training? How has this supported your understanding of the SEND code of practice?</p>	<ul style="list-style-type: none">• Planning documentation that shows clear adaptations for learners• Lesson observations• Pupils' books or examples of work• Discussion with mentors• Examples of scaffolds used• Annotated lesson plans• ERP reflections from SENDCo conversations.

Teachers' Standard 6- Make accurate and productive use of assessment

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>How have you made effective use of the school's monitoring, assessment and recording policy?</p> <p>Can you demonstrate how you have used formative and summative assessment to record and inform pupils' progression?</p> <p>Tell me about your experience and understanding of statutory assessments in your age phase.</p> <p>How do you give feedback to pupils? Can you share an example where your feedback has had an impact on pupil progress?</p> <p>Can you show you me an example of an annotated lesson plan that demonstrates how you have used your assessment of pupils to shape your future planning/opportunities for pupils.</p>	<ul style="list-style-type: none">• Assessment mind map• Planning documentation with assessment opportunities clearly highlighted• Lesson observations• Pupils' books or examples of work• Discussion with mentors• Annotated lesson plans

Teachers' Standard 7- Manage behaviour effectively to ensure a good and safe learning environment

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Describe an example where you have the school's behaviour policy.</p> <p>Can you provide an example where you have developed a routine to support pupils' behaviour and describe how you have established and reinforced this?</p> <p>Can you explain how you have created a positive learning environment in which children are highly involved, highly motivated and take pride in their work?</p> <p>Describe how you have established and maintained effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil.</p> <p>Can you talk about how you have minimised the impact of dysregulated behaviour?</p>	<ul style="list-style-type: none">• Planning documentation that shows routines and transitions• Lesson observations• Discussion with mentors• Annotated lesson plans

Teachers' Standard 8- Fulfil wider professional responsibilities

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Can you provide at least two examples for how you have contributed to the wider life and ethos of the school?</p> <p>Describe a situation where you have asked and used the advice of a colleague.</p> <p>How do you plan for, brief and deploy effectively other adults in and out of the classroom?</p> <p>Can you explain how you approach your weekly mentor meetings? How do you draft your areas of strength and prioritise areas to develop?</p> <p>What contribution can parents and carers make to their children's learning and wellbeing and how do you communicate effectively?</p>	<ul style="list-style-type: none"> • Planning documentation that shows deployment of other adults (if applicable) • Lesson observations • Discussion with mentors • Annotated lesson plans • Consider activities you have done beyond the school day, e.g parents' evenings, clubs, staff meetings, newsletters, home contact books, reading records.

Teachers' Standards- part two- Personal and professional conduct

Useful questions to ask when looking at the standards:	Where and how this may be demonstrated:
<p>Can you provide evidence of your understanding of safeguarding?</p> <p>Describe how you have maintained a professional relationship with children, rooted in mutual respect.</p> <p>Can you talk about an example where you have supported pupils' understanding of British values?</p> <p>Provide evidence of your consistently high standards of professional conduct, e.g., attendance</p> <p>Discuss how you have developed positive relationships with colleagues.</p> <p>Recall a situation where you have developed learners' wider understanding of social and cultural diversity.</p> <p>Demonstrate how you have promoted equal opportunities for all pupils.</p> <p>How do you ensure that personal beliefs are not expressed in ways that exploit pupils' vulnerability?</p> <p>How have you shown proper and professional regard for the ethos, policies, and practices of the schools in which you have taught?</p>	<p>Aware of relevant needs in the class and talking to additional adults/ SENCO considering the needs of pupils.</p> <p>Clear understanding of who to contact when issues arise e.g. aware of the named contact (DSL) and follow school policy in relation to child protection.</p> <p>Can demonstrate respect for diversity and promote equality.</p> <p>Take responsibility for maintaining the quality of teaching, working as part of a team and cooperation with other expert colleagues.</p> <p>Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop learners' wider understanding of social and cultural diversity.</p> <p>Have a broad understanding of your 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.</p> <p>Adhere to school policies and practices, including those for attendance and punctuality.</p>

