



UNIVERSITY *of*
WORCESTER

PGCE Secondary Progression Booklet 2026-27

Name _____

Subject _____

Subject Tutor _____

Placement 1 _____

Subject Mentor _____

1st School report deadline: **10/12/26**

Placement 2 _____

Subject Mentor _____

2nd School report deadline: 18/03/27

3rd School report deadline: **17/06/27**

The UW Blueprint Toolkit: PHASE 1a (Sept- Oct half term)

In the first few weeks (Phase 1a - Sept – Oct half term) trainees will be working with tutors, Regional Training Hubs and mentors on “practice-able” skills as a dress rehearsal for their phase 1 teaching. They develop essential routines and procedures and focus on lesson planning and personal target setting skills. We ask mentors to ‘go granular’ with focused SHARP target setting, ‘**plan, practice, follow-up and repeat**’ using ‘**regular and frequent feedback**’. During Intensive training and practice weeks (ITAPs) trainees will practice some of the skills shown in blue below. After half term (Phase 1b – Oct half term – Christmas) trainees build on skills so that routines and procedures become embedded and they begin to use formative assessment to ‘**assess, plan, do and review**’.

UW Phase 1a – Emerging – (modelled during September – rehearsed in the induction weeks)	
Teacher behaviours to be deliberately practiced using instructional coaching	Ensuring pupil progress
<u>Develop basic essential routines and procedures</u> 1. Basic routines and procedures: • Create and explicitly teach critical routines and procedures moment by moment (entry and exit, transitions, safety routines, planned whole class resets) modelling the types of courteous behaviour expected of pupils (BM7). Plan and practice how to introduce the routine for the first time. Explain what each routine means and what it looks like (BM1, BM3). • Model the routine. Give manageable, specific, and sequential instructions (BM4). • Use countdowns to work the clock (“do that in 3, 2, 1”) (HPL6). • Rehearse sanctions for pupils that don’t follow the routine (including the use of expert colleagues as support) (BM5). • Learn pupils’ names – use name tents, annotate a seating plan, use photographs (BM1). • Reinforce and praise expected behaviours. (BM6) 2. Strong voice: (BM1, BM7) • Stand and speak with purpose • When giving instructions, stop moving and strike a formal pose • Use formal register, including tone and word choice.	<u>Basic principles of individual lesson design:</u> • Build the foundation of an effective lesson rooted in what pupils need to learn asking: Who am I teaching? (BM2) (HPL2) i.e., age, SEND, more able, PP, EAL using assessment data and prior learning. What am I teaching? (HPL7) (SKP1) (SKP2) • Precise lesson objectives, curriculum driven and using ‘zoom in, zoom out’ to show how it connects to other learning. Able to be accomplished in one lesson perhaps using the ‘Why’ first strategy as a hook. • Script a basic “I do”- that models the task as a core part of the lesson (embed new vocabulary and concrete to concept). How am I teaching? (HPL4) (HPL6) (HPL10) • Break lesson into no more than 4 chunks using scaffolded modelling, worked examples and/or live modelling. How will the learning be assessed? (HPL3) (HPL8) • Check in – I do, we do, you do/backward fading. • Plan a formative assessment task (brief final mini-assessment) linked to lesson objectives. How did my teaching create learning? (HPL9) • Reflection (weekly reviews). • Internalise existing lesson plans: (HPL6) • Make existing lesson plans your own • Internalise and rehearse key parts of the lesson, including the “I do” that models the task and all key instructions • Build time stamps into the lesson plan and follow them. • SHARP target setting (HPL9) • Target setting that is granular, practice-able, measurable – time related (if you cannot do in a week, it is not granular enough).

The UW Blueprint Toolkit: PHASE 1b- (Oct half term – Christmas)

UW Phase 1b – Emerging – (modelled during induction weeks – implemented after half term)	
Teacher behaviours to be deliberately practiced using instructional coaching	Ensuring pupil progress
<u>Build and monitor routines</u> 3. Giving clear instructions: manageable, specific, and sequential instructions (BM3) (BM4). • Use language economically by: giving clear, intentional consistent instructions with as few words as possible to prevent cognitive overload (e.g. 3-word directions). • Check pupils’ understanding of instructions before a task begins. 4. Building on routines and procedures Demonstrate consistency (BM1) (BM3) (BM4) (BM5) (BM6) (BM7) • Revise routines that need more attention to detail or is inefficient, with particular emphasis of what pupils and teachers are doing at each moment. • Reinforce: have pupils do the routine again if not done satisfactorily the first time and respond consistently to pupil behaviour. • Know when to stop the ‘do it again’. 5. Teacher radar: Know when pupils are off task (BM1) (BM4) (BM5) (BM6) (BM7). • Deliberately scan the room for off-task behaviour. - Choose 3-4 ‘hot spots’ (places where you have pupils who often get off task) to scan constantly. - Be seen looking: exaggerate by craning your neck to appear to be seeing all corners of the room. • Circulate the room with purpose: - Move among the desks and around the perimeter. - Stand at the corners: identify three spots on the perimeter of the room to which you can circulate to stand and monitor pupil work. - Move away from the pupil who is speaking to monitor the whole room. 6. Whole-class reset (BM3) (BM4) (BM5) • Implement an “in-the moment reset” when a class veers off task during the lesson. Example: stop teaching, give a clear “what to do”, praise, pick up tone and energy.	<u>Plan opportunities for pupil independent practice</u> a) Formative assessment: Model effectively: Set the bar for excellence (HPL1) (HPL5) (SKP1) (SKP2) (SKP3) (A2) • Script out the ideal responses you want pupils to produce during independent practice (<i>I do, we do</i>) • Align independent practice to the upcoming interim assessment (<i>you do</i>) b) Independent practice: Set up lesson routines that build opportunities for pupils to practice independently (HPL1) (HPL5) (SKP1) (A2) • Practice independently first, talk second; give pupils tasks prior to the class activity (think, pair, share), so that every pupil acts independently before hearing their peer’s contribution. • Implement a purposeful lesson starter activity (e.g. ‘do it now’ or ‘bell work’) to either introduce the lesson objective or retrieve material from a previous lesson. • Implement and review a longer independent practice and/or a plenary task to see how many of the pupils have mastered the concept. c) Monitor rigorously: Check pupils’ independent work to determine whether they are learning what you are teaching (HPL1) (HPL3) (HPL5) (SKP1) (A1) (A2) (A4). • Create and implement a monitoring pathway - Create a seating plan (if applicable) to monitor pupils most effectively. - Monitor the fastest workers first, then the pupils who need more support. • Monitoring pupil work during lessons. - Check for misconceptions. - Check answers against your exemplar. - Track correct and incorrect answers to class questions. • Live marking: Assess pupil work as you circulate - Use a coding system to affirm correct answers. - Cue pupils to revise answers, using minimum verbal feedback (name the error, ask them to fix it, tell them you’ll follow up).

Things you need to know:

No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.

The Department for Education has published the Initial Teacher Training and Early Years Framework (ITTECF) (2024). This document establishes an entitlement to a 3 year (or more) structured package of support for new teachers. The ITTECF has been used to help design our curriculum (think of it as the PGCE syllabus but we have added more). The curriculum design is based on years of experience in training teachers, input from mentors in school and is underpinned by the evidence of what makes great teachers. Our ITT curriculum is ambitious and goes beyond the minimum entitlement set out in the ITTECF.

The ITTECF sets out two types of content. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. You will see these statements referenced in all taught sessions.

In addition, the ITTECF details practice statements ('Learn how to...'). These 'learn how to' statements may be referred to in taught sessions. They are also woven into this progression document so that you can use them in partnership with your mentor to develop key skills. You will also have opportunities to work with, and learn from, expert colleagues as you apply your knowledge and understanding from taught sessions and reading into your classroom practice.

The booklet is organised into UW Curriculum Threads: behaviour management; how pupils learn; adaptive teaching; subject knowledge and pedagogy; assessment and professional behaviours. You will notice these themes as they spiral through your training where you will revisit key aspects in different phases of the course. You may also see a spiral called 'equality, diversity and inclusion' that is referenced against Part 2 of the Teachers' Standards in this booklet.

The Teachers' Standards are the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS) and they will be used for **summative assessment** at the end of the course. They are shown in the right-hand column of this booklet. The monitoring of your progress in this booklet uses the curriculum themes identified above as a progressive **formative assessment** tool. In phase one of the course the themes will be launched to support your **emerging** phase in the first few months of the course. The booklet will allow you to diagnose deficits and close gaps. As you move into phase 2 of your training (after Christmas) you will begin to work with expert colleagues to **consolidate** areas of strengths and identify areas for development. This will enable you to embed knowledge and use it fluently as you move into phase 3 where you will be encouraged to **renew** and flourish, going beyond the minimum requirements of the Teachers' Standards.

The Teachers' Standards are used to assess all trainees to be recommended for qualified teacher status and will also be used to assess your performance as an Early Career Teacher which is the **maturity** phase of your training.

When will I be assessed?

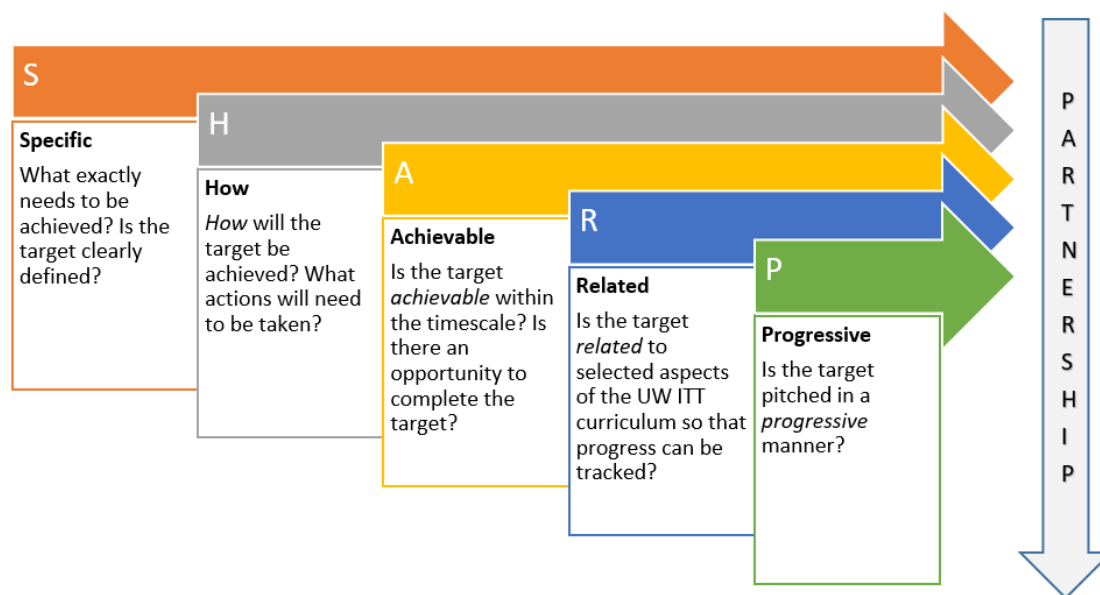
It is important that we (you, your mentors, and your tutor(s)) track progress at interim points. This is in addition to the tracking that is completed as part of the weekly review process. Tracking is always on-going and a negotiated support plan (between you, your mentor, and tutor(s)) can be put into place to offer additional support.

The interim points are:

1. At interview
2. Using the '*Progression*' booklet which links to the first school report
3. **Phase 1 report** (December) – assessment is made against the curriculum threads
4. First progress review (December) (part of PSEC3000 – Meeting the Teachers' Standards)
5. Using the '*Progression*' booklet that links to the second school report
6. **Phase 2 report** (Easter) - assessment is made against the curriculum threads
7. Second progress review (Easter) (part of PSEC3000 – Meeting the Teachers' Standards)
8. Using the '*Progression*' booklet
9. **Phase 3 Final report** (June) - assessment is made against the curriculum threads and the Teachers' Standards
10. Career Entry Profile (CEP) (part of PSEC3000 – Meeting the Teachers' Standards)

Mentors should use their professional judgement and common sense to assess you at a level that is consistent with what should reasonably be expected of you given your level of experience at the end of the course. Standards are presented in this booklet in the right-hand column as separate headings, each of which is accompanied by several bullet points. The bullet points are an integral part of the Standards, designed to illustrate the scope of each heading. They should not be interpreted as separate stand-alone standards, but used by you, mentors, and tutors to assess progress towards each Standard. All judgements are made through the lens of the progress pupils make in the sense of knowing more, remembering more and being able to do more.

This booklet is a formative assessment tool allowing you to periodically self-assess your progress (weekly reviews) and set challenging personal targets. Use the language to help you to write focused/SHARP targets considering how you move to a good or high performing profile. A reminder of the SHARP target



setting methodology is shown here. See Blackboard or the [Partnership website](#) for more information. Mentors should also use the booklet as guidance when writing school reports.

How the booklet works.

Using the booklet in weekly reviews - Below is an example of how a maths trainee might use the booklet in a weekly review. **THE BOOKLET SHOULD BE IN CONSTANT USE.**

FORMATIVE ASSESSMENT				SUMMATIVE
Characteristics for trainees in this stage of their career				By the end of the course can...
Emerging	Confident	Good	High performing	
You are in Placement 1. Let's say you would like to practice planning a task. After discussion with your mentor, you decide to plan a retrieval practice type task with the Year 7 set 1 group you will be 'solo' teaching. You observe your mentor using a retrieval practice task in two lessons and you take notes about the structure of the task and how it was managed. You also review university sessions on How Pupils Learn and a subject session in which different task types were discussed. You discuss the expected prior knowledge of the students with your mentor and discuss any potential misconceptions. You are progressing towards 'emerging' in Subject Knowledge and Pedagogy and How Pupils Learn .				
TARGET: Plan a retrieval practice task with Year 7 set 1 for week beginning 1 st November which is focused on helping students remember how to find the area of a rectangle.				
STRATEGIES: Choose one of the two retrieval practice task types observed. Identify the key knowledge and understanding that students need to 'bring to mind'. Share planning in advance with mentor A. Make any suggested adjustments. Consider how the task will be managed and how the mentor will provide support. Write a short plan identifying what will be done and what the likely response from the pupils will be. Teach the phase of the lesson, write an evaluation and discuss at the weekly review meeting. Identify further opportunity to practice planning and teaching this phase of a lesson.				

Using the booklet for progress reviews (December, Easter and June) – When the cumulative reports are being written it is useful to reflect on your progress and '**where you are at now**'. This will allow you to set meaningful and realistic targets for your development as part of the transition plans on PebblePad. Before the first report highlight the text in **bold** (or dotted underline it on a hard copy). Your second report is written at Easter - underline where you are working at and, before your final report, **highlight** your progress. This will help you and your mentor to agree on the final outcomes for the summative report in June. The interrelationship of the curriculum areas means that weaknesses in any area are likely to impact on the progress that pupils make.

FORMATIVE ASSESSMENT				SUMMATIVE
Characteristics for trainees in this stage of their career				By the end of the course can...
Emerging	Confident	Good	High performing	
With support design homework activities. In December use bold text (or dotted underline if using a hard copy) to show 'where you are at now' based on evidence and feedback from observations and weekly reviews	Set regular, meaningful homework in line with school and department policies.	<u>Set homework and other out-of-class activities that are creatively planned to ensure</u> At Easter <u>underline</u> to show 'where you are at now' based on evidence and feedback from observations and weekly reviews	Set inspiring and creative homework, and other out of class activities to engage pupils in consolidating and	By the end of the course can... Set homework and plan other out-of-class activities to consolidate and extend pupils' learning and understanding In June highlight 'where you are at now' based on evidence and feedback from observations and weekly reviews. In your final report your mentor will confirm that you have met the Teachers' Standards

Behaviour Management – Manage Behaviour Effectively – Set High Expectations

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

	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 (1c) (1e)	Begin to encourage pupils to participate and contribute. With support maintain a safe learning environment.	With support, confidently use strategies that encourage pupils to participate and contribute in lessons. Use routines to maintain a safe learning environment.	<i>Communicate a belief in the academic potential of all pupils, by:</i> - <i>creating a positive environment where the need for effort and perseverance are part of the daily routine.</i> Be highly aware of how to promote safety in different situations.	Understand and articulate what constitutes a safe and stimulating environment. Create inclusive lessons <i>where making mistakes and learning from them and the need for effort and perseverance</i> are embedded. Be highly aware of how to promote safety in different situations including in relation to e-safety.	TS1a Establish a safe and stimulating environment for pupils, rooted in mutual respect .
BM2 (1b) (1h)	Start to recognise that different classes and students may require different approaches to lesson planning and goal setting. Acknowledge the use of praise	With support demonstrate how elements of the lesson are inclusive and have been tailored to meet the needs of the specific class. Acknowledge and praise pupil effort.	Set goals to suit the needs of pupils considering backgrounds, abilities and dispositions in the classroom. <i>Set tasks that stretch and challenge pupils, but which are achievable.</i> <i>Demonstrate consistently high behavioural expectations, by:</i> - <i>Acknowledge and praise pupil effort, emphasising progress being made.</i>	<i>Communicate a belief in the academic potential of all pupils, by:</i> Independently <i>setting tasks</i> that stretch, challenge, and motivate pupils <i>within a challenging curriculum</i> . Use effective strategies to support the learning and progress of underperforming groups.	TS1b Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions .
BM3 (1a) (1d) (1f) (1e)	Begin to develop positive attitudes, values, and behaviour. Demonstrate an understanding of the school ethos towards positive behaviours and attitudes in the classroom.	Demonstrate positive attitudes, values, and behaviours expected of pupils. Shadow and support colleagues in activities that engage parents and carers in the education of their children.	<i>Demonstrate consistently high behavioural expectations, by:</i> - <i>Creating a culture of inclusion, respect and trust that promotes positive attitudes and behaviour, using intentional and consistent language.</i> - <i>Model the types of courteous behaviour expected of pupils.</i> - <i>Seek opportunities to engage parents and carers in the education of their children (e.g proactively highlighting success)</i>	<i>Demonstrate consistently high behavioural expectations, by:</i> - <i>Teaching and rigorously maintaining clear behavioural expectations (e.g., for contributions, volume level and concentration)</i> - <i>Using intentional and consistent language that promotes challenge and aspiration.</i> - <i>Consider how engagement with parents and carers changes depending on the age and development stage of the pupil</i>	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.

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 (7b) (7d) (7h) (7i) (7j) (7q) (7r)	Be aware of the school's behaviour policy and begin to apply the rules and routines. Be aware of the responsibility for promoting good and courteous behaviour in the classroom.	Apply the school's behaviour policy and make use of routines and rewards in the classroom. Begin to pre-empt and use strategies for when low-level disruption may occur.	<i>Develop a positive, predictable and safe environment for pupils, by:</i> - <i>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 particularly where pupils exhibit unacceptable behaviours).</i> - <i>Checking pupils' understanding of instructions before a task begins.</i> <i>Establish effect routines and expectations, by:</i> - <i>reinforcing established school and classroom routines (e.g by articulating the links between time on task and success)</i>	Apply the school's behaviour policy confidently in all situations <i>to 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).</i> <i>Develop pupil's self regulation by:</i> - <i>Providing new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control</i> - <i>Helping pupils to think through scenarios before they occur and using cues to help them recall behaviour</i>	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 (1g) (7a)	Begin to manage classes appropriately regarding expectations of behaviour. Begin to use praise, sanctions, and rewards to minimise disruption.	Communicate high expectations for pupils. Use praise, rewards, and sanctions in line with school and department policies.	<i>Develop a positive, predictable and safe environment for pupils by:</i> - <i>Establishing a supportive and inclusive environment with a predictable system of rewards and sanctions in the classroom</i>	Create an environment that is unreservedly positive about behaviour using strategies that promote high levels of engagement, collaboration, and cooperation. Know pupils well including where and when to 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 (7c) (7e) (7f) (7n) (7p)	With support, engage pupils and manage small groups. Involve and motivate some individual pupils.	With support, confidently give clear instructions for whole classroom directions. Follow school policies for ensuring a consistent approach to uniform and presentation of work.	<i>Develop a positive, predictable and safe environment by:</i> - <i>Giving manageable, specific, and sequential instructions</i> - <i>Using consistent language and non-verbal signals for common classroom directions.</i> - <i>Use early and least-intrusive interventions as an initial response to low level disruption</i> so that lessons flow smoothly and without interruption. Encourage pupils to take pride in their work, their appearance, and their school. <i>Motivate pupils, by:</i> - Making timely and appropriate interventions. - <i>Supporting pupils to master challenging content, which builds towards long-term goals</i>	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 <i>Motivate pupils, by:</i> - <i>Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i> - <i>Providing opportunities to articulate their long-term goals and helping them to see how these are related to success in school.</i> - <i>Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i> Ensure incidences of low-level disruption in lessons are rare.	TS7c Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
BM7 (7e) (7g) (7i) (7m)	Begin to develop positive relationships with pupils and begin to exert authority.	Demonstrate positive relationships and, with support, respond quickly to any behaviour or bullying that threatens emotional safety.	<i>Build trusting relationships, by:</i> - <i>Consistently applying the school's behaviour policy.</i> - <i>Liaising with parents, carers and colleagues to better understand pupils' individual circumstances</i> <i>Develop a positive, predictable and safe environment for pupils, by:</i> - <i>Use consistent language and non-verbal signals for common classroom directions.</i> - Seek out additional support when required to <i>respond quickly to any behaviour or bullying that threatens emotional safety.</i>	<i>Build trusting relationships</i> that make a strong contribution to a positive learning environment, by: - <i>Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.</i> - <i>Liaising with parents, carers and colleagues to better understand how pupils' can be supported to meet high academic and behavioural expectations.</i> <i>Develop a positive, predictable and safe environment for pupils, by:</i> - <i>Responding quickly to any behaviour or bullying that threatens physical or emotional safety.</i> - When applicable effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. Model exemplary positive attitudes and values when <i>engaging</i> with pupils, colleagues and parents.	TS7d Is able to maintain good relationships with pupils, exercise appropriate authority , and act decisively when necessary.

How Pupils Learn – Classroom Practice



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

	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 (2k)	Begin to understand teachers' accountability for pupils' attainment, progress and outcomes.	Make regular use of assessment approaches to show accountability for pupil attainment, progress and outcomes	With support, monitor and assess pupils' achievements and provide feedback to them based on their specific needs as individuals/groups of pupils with the aim to further the attainment, progress and outcomes of all pupils.	Independently monitor progress to evaluate how well pupils are learning so that the approach can be changed during the lesson if necessary. <i>Independently increase challenge with practice and retrieval as knowledge or skills become secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).</i> Provide feedback and targets to individual pupils that are focused to ensure further progress.	TS2a Be accountable for pupils' attainment, progress and outcomes.
HPL2 – (2a) (2d) (2e) (2f) (2h) (2i)	Begin to take account of prior knowledge when planning and/or teaching.	Be aware of pupils' capabilities and prior knowledge when planning/sequencing new information.	<i>Taking into account of pupils' prior knowledge when planning/sequencing new information to avoid overloading working memory.</i> With the help of mentors/expert colleagues <i>build on pupils' prior knowledge, by:</i> - <i>Identify possible misconceptions and plan how to prevent these from forming.</i> - <i>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).</i> <i>Increase likelihood of materials being retained, by:</i> - <i>Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).</i>	<i>Build on pupils' prior knowledge, by:</i> - <i>Sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</i> <i>Increase the likelihood of material being retained by:</i> - <i>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</i>	TS2b Be aware of pupils' capabilities and their prior knowledge , and plan teaching to build on these.
HPL3 (2g)	Begin to provide tentative opportunities for pupils to reflect on their learning.	Provide pupils with opportunities to reflect on their learning and to identify next steps.	Regularly provide pupils with the time and opportunity to reflect on specific aspects of their learning and identify emerging needs. <i>Build on pupils' prior knowledge, by:</i> - <i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i>	Routinely create time and opportunities for pupils to reflect on their progress. Use targeted intervention to identify the progress pupils 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 (2b) (2c) (2j)	Begin to demonstrate an awareness of how pupils learn using a basic range of teaching strategies and interventions.	Show an understanding of how pupils learn by using a range of teaching and learning strategies, breaking complex material into smaller steps in planning.	Work with mentors/expert colleagues <i>to avoid overloading working memory by:</i> - <i>Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)</i> - <i>Breaking complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps).</i> Work with mentors/expert colleagues <i>to increase the likelihood of materials being retained by:</i> - <i>Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work</i>	Observe and deconstruct how expert colleagues plan regular review and practice of key ideas and concepts over time and deconstruct this approach. 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 and promote opportunities for pupils to take pride in their work.	Consistently create opportunities for autonomous learning so that pupils take pride in their work and adopt a conscientious attitude allowing for a degree of ownership over their own learning and development.	TS2e Encourage pupils to take a responsible and conscientious attitude to their own work and study .

Leading to Teachers' Standard 4 – Plan and teach well-structured lessons

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 (4a) (4b) (4c) (4d) (4e) (4f) (4h) (4i) (4j) (4k) (4l) (4m) (4n) (4o)	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 <i>plan effective lessons</i>, by: - <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i> - <i>Breaking tasks down into constituent components.</i> - <i>Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills</i> Work with mentors/ expert colleagues making <i>good use of expositions</i>, by: - <i>Starting expositions at the point of current pupil understanding.</i> Work with mentors/ expert colleagues to <i>model effectively</i>, by, - <i>Narrating thought processes when modelling</i> <i>Stimulate pupil thinking and check for understanding by:</i> - <i>Planning activities around what you want pupils to think hard about</i> - <i>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).</i> - <i>Providing appropriate wait time between question and response where more developed responses are required.</i> - <i>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).</i>	Independently <i>plan effective lessons</i>, by: - <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i> - <i>Breaking tasks down into constituent components when first setting up independent practise (e.g. using tasks that scaffold pupils through metacognitive and procedural processes).</i> - <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i> <i>Make good use of expositions</i>, by, - <i>Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors. Manipulatives for counting, examples and non-examples)</i> <i>Stimulate pupil thinking and check for understanding</i>, by: - <i>Elaborating on and querying pupil contributions to support pupils' oral language skills, and knowledge development.</i>	TS4a Impart knowledge and develop understanding through effective use of lesson time .

HPL7 (4g) (4j) (4p)	Motivate pupils in some parts of the lesson.	With the support of the mentor/expert colleague, use teaching strategies and material that engages pupils.	Work with mentors/expert colleagues to - Teach in a way that engages pupils' interest <i>combining verbal explanation with relevant graphical representation.</i> <i>Model effectively, by:</i> - <i>Making the steps memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)</i> With support take some risks when trying to make teaching engaging.	Inspire and communicate enthusiasm to pupils <i>combining verbal explanation with relevant graphical representation of the same concept or process, where appropriate</i> <i>Model effectively, by,</i> - <i>Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge.</i> Independently, stimulate pupil thinking and check for understanding, by - <i>providing scaffolds for pupil talk to increase the focus and rigour of dialogue.</i> Take risks confidently to make teaching engaging. Promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high quality texts to students.	TS4b Promote a love of learning and children's intellectual curiosity .
HPL8	With support design homework activities.	Set 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 pupils 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.	Systematically 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 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. 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).
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Adaptive Teaching



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

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 (5b) (5g) (5k) (5l) (5m) (5n)	Begin to recognise the needs of different pupils.	Recognise the needs of different pupils and, with the support of mentors/expert colleagues, plan lessons that meet their needs.	<i>Develop an understanding of different pupil needs, by:</i> - <i>Making use of formative assessment</i> <i>Provide opportunity for all pupils to experience success, by:</i> - <i>Adapt lessons, whilst maintaining high expectations for all, so that pupils have the opportunity to meet expectations.</i> <i>Meet individual needs without creating unnecessary workload, by:</i> - <i>Making use of well-designed resources (e.g. textbooks, manipulatives).</i> - <i>Building in additional practice or removing unnecessary expositions</i>	<i>Consistently meet individual needs without creating unnecessary workload, by:</i> - <i>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</i> - <i>Reframe questions to provide greater scaffolding or greater stretch.</i> - <i>Consider carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</i>	TS5a Know when and how to differentiate [adaptive teaching] appropriately, using approaches which enable pupils to be taught effectively
AT2 (5h) (5p)	Begin to recognise some potential barriers to learning and suggest some strategies to overcome them.	With the support of mentors/ expert colleagues, incorporate strategies to overcome barriers to learning considering grouping of pupils within the class.	Use a variety of strategies to challenge and motivate pupils where attainment is low. For example, discuss and analyse with mentors/expert colleagues how to: - <i>Balance input of new content with the revisiting of prior learning so that pupils master important concepts and experience success.</i> <i>Group pupils effectively, by:</i> - <i>Applying high expectations to all groups.</i>	<i>Group pupils effectively, by:</i> - <i>Intentionally grouping in relation to a specific learning outcome, regularly reviewing those groupings, taking care to monitor their impact and avoiding the perception that groups are fixed.</i> - <i>Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</i>	TS5b Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

AT3 (5a) (5i)	Show a basic awareness of the development of children stages of development.	Demonstrate an awareness of the physical, social and intellectual development of pupils, and adapt teaching to support education at different stages of development.	Work with mentors/expert colleagues to <i>apply high expectations to all groups. Identify pupils who need new content further broken down. Make effective use of teaching assistants and other adults in the classroom</i> under supervision of colleagues including sharing the learning outcomes ahead of lessons.	Use creative approaches in response to the different physical, social and intellectual needs of pupils <i>applying high expectations to all groups to ensure all pupil access a rich curriculum</i> . 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 (5c) (5d) (5e) (5f) (5j)	Show a basic awareness of the needs of pupils and be able to identify some teaching approaches.	Have an understanding of pupils' needs and make use of some approaches to support particular needs including those with English as an additional language, those with disabilities and high ability pupils.	With mentors/expert colleagues: –Plan specific adaptive teaching based on informed knowledge of pupils' needs. <i>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.</i> With mentors/expert colleagues <i>develop an understanding of different pupil needs, by:</i> - <i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.</i> - <i>Working with the designated safeguarding lead</i>	- Consistently and effectively demonstrate and evaluate a variety of approaches to inclusive teaching to engage and support all pupils including more able, EAL, SEND and pupils eligible for the <i>pupil premium</i> (including Free School Meals). <i>Develop an understanding of different pupil needs, by:</i> - <i>Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.</i> <i>Provide opportunity for all pupils to experience success, by</i> - <i>Making effective and judicious use of specialist technology to support pupils with SEND</i> - <i>Utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).</i>	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.

Subject Knowledge and Pedagogy



Leading to Teachers' Standard 3 – Demonstrate good subject and curriculum knowledge

	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 (3a) (3b) (3d) (3e) (3g) (3j) (3k) (3l) (3m)	With support, apply subject and curriculum knowledge to plan lessons. Begin to demonstrate sufficient subject knowledge to be aware of potential misunderstandings.	Securely apply subject and curriculum knowledge in lesson planning. Demonstrate sufficient subject knowledge to pre-empt misunderstandings and misconceptions.	Work with mentors/expert colleagues to deliver a carefully sequenced curriculum, by: - Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components - Ensuring pupils' thinking is focused on key ideas within the subject - Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content). - Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts. Develop fluency, by: - Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). - Using retrieval and spaced practice to build automatic recall and application of key knowledge	Supporting pupils to build increasingly complex mental models, by: - Balancing exposition, repetition, practice of critical skills and knowledge. Help pupils apply knowledge and skills to other contexts, by: - Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. - Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems	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 (3c) (3f) (3h) (3i)	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 <i>deliver a carefully sequenced curriculum</i> , by: - <i>Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</i> -	Support pupils to build increasingly complex mental models, by: - <i>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</i> - <i>Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.</i> - <i>Draw explicit links between new content and the core concepts and principles in the subject.</i>	TS3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship .
SKP3 (3p) (3t)	Recognise the need to promote high standards of literacy.	With the support of mentors/expert colleagues, plan opportunities for pupils to promote literacy, articulation and the correct use of standard English.	Confidently use subject specific vocabulary and structures when communicating with pupils to develop pupils' literacy skills. <i>Develop pupils' literacy</i> , by: - <i>Teaching unfamiliar vocabulary explicitly</i>	<i>Developing pupils' literacy</i> , by: - <i>Teaching different forms of writing by modelling planning, drafting and editing.</i> - <i>Planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i>	TS3c Demonstrate an understanding of and take responsibility for promoting high standards of literacy , articulation and the correct use of standard English, whatever the teacher's specialist subject.
SKP4 (3n) (3o) (3p) (3q) (3r) (3s)	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 <i>develop pupils' literacy</i> , by: - <i>Modelling strategies that encourage active comprehension by asking questions, making predictions, and summarising when reading.</i> - <i>Teaching, modelling, and requiring high quality oral language, sometimes known as oracy.</i>	<i>Develop pupils' literacy</i> , by: - <i>Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.</i> - <i>Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback.</i> - <i>Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).</i> - <i>Recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).</i>	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.
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Assessment



Leading to Teachers' Standard 6 – Make accurate and productive use of assessment

	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 (6a) (6c) (6k)	With support, begin to assess pupils' attainment.	Plan and use formative assessment opportunities, assessing pupils' attainment. Know and understand subject statutory assessment requirements.	<i>Avoid common assessment pitfalls, by:</i> - <i>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).</i> <i>Provide high quality feedback, by:</i> - <i>Scaffolding self-assessment by sharing model work with pupils, highlighting key details</i>	Accurately, and independently assess pupils' attainment using current curricular, examinations and assessment arrangements. <i>Avoid common assessment pitfalls, by:</i> - <i>choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments).</i>	TS6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements .
A2 (6b) (6f) (6g) (6h) (6i) (6j)	Begin to use a basic range of formative and summative assessment strategies that indicate a learner has made progress when planning.	Make use of formative and summative assessment strategies that indicate a learner has made progress when planning.	<i>Check prior knowledge and understanding during lessons, by:</i> - <i>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i> - <i>Monitoring pupil work during lessons, including checking for misconceptions.</i> <i>Provide high quality feedback, by:</i> - <i>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</i>	<i>Avoid common assessment pitfalls, by:</i> - <i>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</i> <i>Check prior knowledge and understanding during lessons, by:</i> - <i>Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</i> <i>Provide high quality feedback, by:</i> - <i>Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</i>	TS6b Make use of formative and summative assessment to secure pupils' progress

A3 (6d) (6e) (6m)	Show a basic understanding that school and pupil data needs to be used to set targets for groups and individuals. With support identify possible next steps in learning.	With the support of mentors/expert colleagues confidently plan lessons that utilise pupil data to set appropriately challenging targets.	<i>Check prior knowledge and understanding during lessons, by:</i> - <i>Using assessments to check for prior knowledge and pre-existing misconceptions.</i> <i>Make feedback manageable and effective, by:</i> - <i>Recording data only when it is useful for improving pupil outcomes.</i>	<i>Avoid common assessment pitfalls, by:</i> - <i>Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils.</i>	TS6c Use relevant data to monitor progress , set targets, and plan subsequent lessons.
A4 (6l) (6n) (6o) (6p) (6q) (6r)	With support begin to monitor pupils' progress and assess achievement.	With support, confidently use a range of assessment strategies where feedback for pupils is specific and helpful.	<i>Make feedback manageable and effective, by</i> - <i>Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).</i> - <i>Using verbal feedback during lessons in place of written feedback after lessons where possible.</i> - <i>Understanding that written marking is only one form of feedback</i>	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. <i>Provide high quality feedback, by:</i> - <i>Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</i> <i>Make feedback manageable and effective, by</i> - <i>Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback)</i> - <i>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</i>	TS6d Give pupils regular feedback , both orally and through accurate marking , and encourage pupils to respond to the feedback .

Professional Behaviours



Leading to Teachers' Standard 8 – Fulfil wider professional responsibilities

	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 (8a)	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	Develop as a professional, by: - <i>Engaging in professional development focused on developing an area of practice.</i> Make positive contributions to the wider school culture by participating in extra-curricular activities.	Develop as a professional, by: - <i>Engaging in professional development focused on impact on pupil outcomes, sustained over time with built-in opportunities for practice.</i> 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 (8f) (8g) (8l)	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.	<i>Build effective working relationships, by:</i> - <i>Seeking ways to support individual colleagues and working as part of a team.</i> - <i>Knowing who to contact with any safeguarding, or any pupil mental health concerns.</i> <i>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.</i> <i>Discuss and analyse with mentors/expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).</i> <i>Observe how colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach.</i> <i>Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</i>	<i>Build effective working relationships, by:</i> - <i>Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.</i> <i>Working as part of a team discussing how experienced colleagues support individuals</i> <i>Seek challenge, feedback and critique from mentors/expert colleagues in an open and trusting working environment.</i> <i>Protect time for rest and recovery and be aware of the sources of support available to support good mental well-being.</i>	TS8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support .

PB3 (8i) (8j) (8k)	Begin to communicate with support staff.	Confidently communicate with a range of staff so that lessons run smoothly.	<i>Build effective working relationships, by:</i> - <i>Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.</i>	Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. <i>Build effective working relationships, by:</i> - <i>Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching</i> - <i>Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</i>	TS8c Deploy support staff effectively.
PB4 (8a) (8c) (8d) (8e) (8m) (8n) (8o) (8p)	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. Begin to develop systems for time and task management.	Take ownership for personal development using the Progression booklet to track progress. - <i>Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement</i> using SHARP (subject specific where appropriate) measurable targets. - Use weekly reviews to evaluate professional practice. - Extend subject and pedagogical knowledge as part of the lesson planning process and track this on the subject knowledge audit on PebblePad. <i>Manage workload and wellbeing, by:</i> - <i>Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).</i> - <i>Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</i> - <i>Protecting time for rest and recovery and being aware of support available to support good mental wellbeing</i>	<i>Develop as a professional, by:</i> - <i>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i> - Meticulously use the Progression booklet and maintain PebblePad as evidence of self-evaluation. <i>Develop as a professional, by:</i> - <i>Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process.</i> - <i>Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications.</i> <i>Manage workload and wellbeing, by:</i> - <i>Using and personalising systems and routines to support efficient time and task management.</i>	TS8d Take responsibility for improving teaching through appropriate professional development , responding to advice and feedback from colleagues.

PB5 (8h)	With support and guidance, communicate with parents/carers about pupils' 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.	<i>Build effective working relationships, by:</i> - <i>Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.</i>	Independently communicate effectively both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.	TS8e Communicate effectively with parents with regard to pupils' achievements and well-being .
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Part 2



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. <i>Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.</i> - Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop pupils' 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 <i>School Teachers' Pay and Conditions</i> 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 pupils' 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 <i>School Teachers' Pay and Conditions</i> document. - Unable to adhere to the school's or provider's VLE/internet safety policy including safe and responsible use of social media.

What do report grades mean?

Reports are cumulative. For the phase 1 report (December), phase 2 report (Easter) and phase 3 (June) reports use performance assessments on a cumulative template based on the ITTE curriculum. For phase 3 trainees are also assessed against the Teachers' Standards (see right hand columns on the grids). It is acceptable for progress to be 'emerging' in phase 1. If performance is 'not on target', meaning that your performance is yet to be judged as 'emerging', you will be given additional support. Trainees that are 'not on target' will be given a targeted support plan. An 'emerging' grade at the end of phase 2 (Easter) indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in phases 2 and 3 (spring/summer). Part 2 of the standards 'Personal and Professional Conduct' are assessed '**pass**' or '**fail**' at all points in the course.

Phase 1 Report (Formative Assessment Point 1) - December

At this stage in the course, it is important that you, and those involved in your training, have a clear picture of what has been achieved so far. The reports are a mirror of the Progression booklet and give a 'snapshot' of your progress against the curriculum threads at the given point. We ask that these reports are **detailed** and an **honest and fair judgement**. Judgement should be based on tracking in this booklet and should be a **best fit professional opinion**. You are not expected to meet every aspect of the bullet points for an overall judgement to be made. Due to time constraints, you are only expected to be 'emerging' and in some cases 'confident' for the phase 1 report.

Phase 2 Report (Formative Assessment Point 2) - Easter

The second phase report builds upon the comments written by mentors from your phase 1 (autumn) placement. It is possible for the same text to be **bold** and underlined if you have not been able to make progress in a curriculum thread. As previously, it is important that you and those involved in your training, have a clear picture of what has been achieved so far. Judgement should be based on tracking in this booklet and should be **holistic best fit professional opinions**. For this reason, there should be no surprises as you should know how you are progressing. If you are deemed 'emerging' for any of the threads in phase 2 this indicates that you are not yet meeting the minimum expected competency so will negotiate a targeted support plan with your subject tutor/mentor and will meet with the Course Leader. A trainee graded at 'confident' will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

Phase 3 Final Report (Summative Assessment Point) – June (or the end of the course)

This report should reflect achievement at the end of the course and is assessed against the curriculum threads leading to a decision about the end point assessment - Teachers' Standards (as shown in the right-hand columns of this booklet). This should include evidence gathered from observations, weekly reviews and from the periodic reviewing of this 'Progression' booklet. Again, the outcomes are **holistic best fit professional judgements** made by mentors and moderated by university tutors, external examiners and course moderators. It is also important to indicate the areas for development and targets that should be taken forward as you enter the Early Career Teacher phase of your development. To pass the course and be recommended for QTS you must meet all sections of the Teachers' Standards at the end of the course.

At the end of the course, you will have a viva voce (tutorial) to make an accurate and rigorous final assessment for the award of QTS in relation to the Teachers' Standards (see PEC3000 in the Assessment Guidance)

Observing expert colleagues

‘The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching’

(ITT Core Content Framework, DfE 2019)

For this reason, observation of expert colleagues is key. Use **one or more** of these questions to help you when observing mentors/expert colleagues.

What is the impact that teaching has on pupil progress?

1. How does the lesson structure break tasks down into constituent parts to ensure pupils know more, remember more and can do more?
2. How are pupils engaged and challenged given their prior skills, knowledge and understanding?
3. How are modelling/explanations/scaffolds used to make connections between knowledge to ensure progress?
4. How does the teacher ensure all pupils are asked a range of questions to extend and challenge their learning?
5. How often are pupils able to work independently (where necessary), self-regulating their progress and showing resilience?
6. How do pupils improve understanding as a result of intervention and feedback (including from peers and other adults) on their learning?
7. How and when do pupils have opportunities to retrieve, consolidate and apply new knowledge and skills?
8. How does the teacher manage pupil behaviour appropriately to ensure that progress is made in a supportive and inclusive environment

ITaP Practicable Strategies - Explanations and Modelling (Phase 1)

Desert Island Reading: Rosenshine, B. (2012) 'Principles of Instruction: Research-Based strategies that all teachers should know', *American Educator*, Spring 2019, pp. 12-39

4-step approach for explaining new content (ITTECF 4.2, 4.3, 4.4, 2.10) (The Teaching and Learning Playbook, p124-125)	Practicable strategies for ITAP 1 to support 'explaining new content'			
	Strategy (ITTECF)	Summary	Strategy outlined in:	Reading underpinning the strategy
Hook – capturing students' interest in the new content	"Why" First (2l)	Practice sharing the purpose of what students are learning and why it is important (beyond specs and exams)	The Teaching and Learning Playbook p 132-133	Shimamura (2018) pp. 7-13
Schema – Framing the new content in the context of what they already know	Zoom in, zoom out (2g)	Illustrating how ideas are connected, that they form a bigger picture, and can be arranged into categories	WalkThrus 1 p74-75	Rosenshine's Principle of Instruction No.2: Present new material in small steps (Rosenshine, 2012) Shimamura (2018) pp. 21-29 Elleman et. al. (2009) Willingham (2009)
	Embedding New Vocabulary (3p)	Strategy for introducing and embedding new Tier 2 and 3 words into students' vocabulary	The Teaching and Learning Playbook p 126-127 WalkThrus 1 p72-73	
	Concrete to Concept (4h)	Beginning with a specific example of the knowledge in practice before moving onto the abstract concept that underpins it.	The Teaching and Learning Playbook p 128-129 WalkThrus 1 P76-77	
Structure – chunking up new knowledge in no more than 4 chunks	Scaffolded Modelling (4a)	Model a skill or process by chunking each component into actionable steps	The Teaching and Learning Playbook p 136-137 WalkThrus 1 p80-81	Rosenshine's Principle of Instruction No.4: Provide models and worked examples (Rosenshine, 2012) Van de Pol, Volman, & Beishuizen (2010) Van de Pol, et.al. (2015)
	Worked Examples (4k)	Explicitly using examples (and non-examples) to strengthen understanding of a concept	The Teaching and Learning Playbook p130-131	
	Live Modelling (4b)	Modelling a skill or process in real time, narrating the thinking	The Teaching and Learning Playbook p138 WalkThrus 1 p78-79	
Check in – Ensuring that knowledge is secure before moving on	I do, We do, You do /backward fading (4d)	When students are practicing applying knowledge for the first time, the teacher models, then models with students, then support students' independent practice	The Teaching and Learning Playbook p 134-135 WalkThrus 1 p68-69	Sweller et. al. (2019) Rosenshine's Principle of Instruction No.9: Require and monitor independent practice (Rosenshine, 2012)

ITaP Practicable Strategies – Talk for Learning (Phase 2)

Desert Island Reading: Knight, R. (2020) 'Classroom Talk. Evidence-based Teaching for Enquiring Teachers', Critical Publishing. St Albans.

4 goals for productive discussions (ITTECF 3.10, 3.12, 4.7, 5.2) (Talk Science Primer, P.11)	Practicable strategies for ITAP 2 to support productive classroom talk			
	Strategy (ITTECF) 9 talk moves	Summary	Strategy outlined in:	Reading underpinning the strategy
Share, expand & clarify - help individual students share, expand and clarify their own thoughts	1. Time to think (4n)	Leave a silence or ' <i>take your time to think for 20 seconds</i> '. This helps all learners, particularly EAL learners.	(Talk Science Primer, Pg 11, 13)	Alexander, R. J. (2017)
	2. Say more (4m)	Ask a student to expand on what they have said: ' <i>tell us more about your thinking</i> '; ' <i>can you expand on that/give us an example?</i> '	(Talk Science Primer, Pg 11, 13)	Alexander, R. J. (2017) Gaunt, A. and Stott, A. (2019) Ch. 6
	3. So, are you saying...? (5n)	Ask a student to verify your interpretation and clarify their thought. Deep thinking and powerful reasoning do not always correlate with clear verbal expression.	(Talk Science Primer, Pg 11, 14)	Alexander, R. J. (2017) Gaunt, A. and Stott, A. (2019) Ch. 3
Listen - help students to listen carefully to one another	4. Who can rephrase or repeat? (2g)	Use in a positive way to check for understanding/misconceptions. Do not use as a management tool.	(Talk Science Primer, Pg 11, 15)	Gaunt, A. and Stott, A. (2019) Ch. 8 Alexander, R. J. (2017)
Deepen - help students to deepen their reasoning	5. Ask for evidence or reasoning (4l)	Why do you think that? What convinced you? Why did you think that strategy would work? Where in the text is there support for that claim? What is your evidence? How did you get that answer? Can you prove that to us?	(Talk Science Primer, Pg 11, 16)	Alexander, R. J. (2017)
	6. Challenge or counter example (4p)	Challenge a contribution safely and supportively. This builds on robust thinking.	(Talk Science Primer, Pg 11, 16)	Knight, R. (2020) Ch. 1 Alexander, R. J. (2017)
Engage - help students to engage with others' reasoning	7. Agree/disagree and why? (2j)	Ask students to take a position. This talk move helps you guide the students to consider seriously the reasoning of their peers.	(Talk Science Primer, Pg 11, 17, 18, 19)	Gaunt, A. and Stott, A. (2019) Ch. 12 Alexander, R. J. (2017)
	8. Add on (4p)	This is a time when you can really help students engage with their peers' reasoning and work to sustain and amplify the depth of the discussion.	(Talk Science Primer, Pg 11, 18)	Knight, R. (2020) Ch. 5 Alexander, R. J. (2017)
	9. Explain what someone else means (3i)	Ask students to buddy up with an idea by furthering the explanation. Or encourage a counter argument between peers.	(Talk Science Primer, Pg 11, 19)	Knight, R. (2020) Ch. 3, 5. Alexander, R. J. (2017)

ITaP3 Practicable Strategies – Feedback for Impact - Teacher feedback to Improve Pupil Learning- (Phase 3)

Desert Island Reading: Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report. [Online]. Available at:

EEF_TeacherFeedbackToImproveLearning.pdf. Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit: Available at:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>.

4 goals for implementation (ITTECF 6.3, 6.4, 6.5, 6.6, 6.7)	Practicable strategies for ITAP 3 to support Feedback for Impact			
	Strategy (ITTECF)	Summary	Strategy outlined in:	Reading underpinning the strategy
Groundwork – Lay the foundations for effective feedback. Sharing learning intentions  Clarifying, sharing and understanding learning intentions. Eliciting evidence of learning intentions.	1. Strengths and weaknesses discussion (6f)	share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report.	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	2. Model work (6k)	share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	3. What not to write (non-examples) (6k)	discuss with the class a list of 'what not to write'. This could follow a presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
Foundations – moving learning forward.  Providing feedback that moves learning forward. When to provide feedback and what to focus on.	4. Task – Success criteria (pre-flight checklist) (6a)	Examine exemplars at different standards. Establish the success criteria, check for understanding, assess work against the criteria, initiate an improvement cycle	Teaching WalkThrus 2 p112	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, p.145: As Wiliam has explained, 'feedback should relate to the learning goals that the teacher has shared with the students'

	5. Subject - Feedback for Action (6d)	Give feedback on the action they can improve. Bright spots – specifically what they are doing well. Precise next steps, feed forward and follow-up	The Teaching and Learning Playbook p145	Elliott, V et al (2020), Feedback in Action: A review of practice in English schools, Department of Education, University of Oxford, Education Endowment Foundation.
	6. Self-regulation – keep it positive and specific (6j)	Frame feedback in language that is positive and encouraging. Tell students the things they are succeeding at they should continue to reinforce alongside the things they can do differently. Be specific but specify how the conclusion can be improved. e.g. not ‘write a better conclusion’	Teaching WalkThrus – page 14	Hattie, J and Timperley, H, (2007), The Power of Feedback, Review of Educational Research, 77 (1), 81–112. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284.
Building – take into account how learners receive and use feedback information. What pupils do with it.  Activating learners with learning resources for one and another. Activating learners as owners of their own learning.	7. Detective activities (6f)	Make feedback into detective work. Give clues rather than answers. For example: <i>“Two paragraphs would work better in reverse order—can you identify them?”</i> Use dots or codes in the margin to highlight possible errors for pupils to find and correct. You could also tell pupils that a set number of answers are correct without revealing which ones. These activities promote deeper engagement with feedback and should be matched to pupils’ level of understanding.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.
	8. Class discussion activities (6o)	Providing opportunities for the class to collectively discuss the feedback provided may improve pupil use of feedback and their subsequent attainment. Teachers could, therefore, use a class discussion to explore, explain, and clarify feedback before pupils use it in their next activity	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Ajogbeje OJ, and Alonge MF. (2012). Effect of Feedback and Remediation on Students’ Achievement in Junior Secondary School Mathematics International Education Studies, 5(5), pp.153–162. p.160. This study was rated by M Newman et al 2021 (in press) to have a serious risk of bias

	9. Three questions (6g)	The teacher reads each student's work placing a numbered circle at a key point in the text. Underneath the pupil's work, the teacher writes three questions, each one relating to the relevant numbered circles, and leaves space for the pupil's response. The student responds to the three questions the teacher posed. The important feature of this technique is that no matter how bad or good the student's work is, everyone has the same amount of work to do.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 5.
Opportunity cost – feedback and the smart use of time. 	10. Live marking - pen in hand (6h) (6q)	Mark up work as you circulate. Use a coding system to affirm answers. Cue the student to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up) OR identify, keep it brief, explain, follow-up. Know the codes, teach the codes and be selective – too many codes reduce the impact.	Get Better Faster – page The Teaching and Learning Playbook The Teaching and Learning Playbook page 149	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report
	11. Messy Marking (6r)	Mark around 20% of student work to identify strengths, areas for development and common misconceptions. Use a one-page summary – what is the issue? How can it be fixed? Considered sample – plan the sample in advance and rotate the sample.	The Teaching and Learning Playbook p147	
	12. Comparative Marking	Comparative judgement requires the marker to look at a pair of assessment outcomes and to judge which one is better. The judgement is holistic and completed quickly. Sort into piles and then repeat to rank the work in order.	https://www.youtube.com/watch?v=KLVtvBPXQ2U	Pinot de Moira, A., Wheadon, C., & Christodoulou, D. (2022). The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment. Research in Education, 113(1), 25-40. https://doi.org/10.1177/00345237221118116