**ST JOSEPH’S COLLEGE STOKE SECONDARY PARTNERSHIP**

**SCHOOL DIRECT TRAINING PROGRAMME**

**TRAINEE PROGRESS INDICATORS**

*(Please highlight gradings and evidence in different colours each half term)*

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| **S1** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S1: Set high expectations which inspire,**  **motivate and challenge pupils** | a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. | Unable to establish a safe and stimulating environment to engage pupils’ interest in learning.  No mutual respect to enable pupils to accept and follow leadership and direction.  Requires constant intervention of other professionals to assist in establishing and maintaining a safe and settled learning environment. | Generally able to establish a safe and stimulating environment to engage and sustain most pupils’ interest and learning.  Some mutual respect to enable most pupils to routinely accept and follow leadership and direction.  Generally demonstrates the necessary, understanding, presence and management skills to maintain a purposeful and safe learning environment. | Able to adopt and adapt a range of approaches to establish a safe and stimulating environment to sustain pupils’ interest in learning.  Mutual respect allows for a range of approaches to learning and classroom organization.  Able to utilise a range of strategies to maintain a purposeful and safe learning environment. | Uses innovative and creative approaches to establish a safe and stimulating environment that sustains pupils’ interest in learning.  Mutual respect allows a wide range of approaches to learning and classroom organisation.  Able to demonstrate a wide range of strategies that are innovative and creative to set up and maintain a purposeful, safe learning environment. |
| b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Requires the persistent support of another professional to set goals that stretch and challenge pupils. | Generally able to set some goals that engage most pupils in their learning including those from all backgrounds and those with special educational needs and/or disabilities | Sets goals that motivate, enthuse and challenge most pupils | Sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils. |
| c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Not able to demonstrate the positive attitudes, values and behaviour expected of pupils. | Can demonstrate the positive attitudes, values and behaviour expected of all pupils. | Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils | Always effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show a positive impact on the conduct and behaviour of all pupils |
| **Evidence** | | | | | |

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| How well does the trainee:   * Establish fair, respectful, trusting, supportive and constructive professional relationships with pupils? * Help learners to show respect and sensitivity in their relationships with one another and the teacher? * Demonstrate a purposeful and safe atmosphere characterised by respect and co-operation? * Succeed in teaching learners to co-operate, to collaborate and listen to others? * Plan work at a suitably high level for age and ability and to external benchmarks such as NC level descriptors that stretch and challenge all pupils? * Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach? * Understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility? * Resolve conflicts and individual learner’s problems sensitively to protect their self-esteem? * Establish high expectation for learner’s behaviour? * Demonstrate an understanding of the needs of all pupils and minority groups? | Evidence for this standard may be demonstrated by:  Planning documentation   * Clear classroom risks, resources and routines identified * Resources planned to engage and stimulate sensitive the needs of pupils * Activities planned that are challenging and engaging for all pupils   Reflective Documents   * Evaluations reflect upon the learning environment * Evaluations identify different progress between pupils and groups of pupils   Lesson observations from mentors and tutors   * Health and safety risks communicated to pupils * Pupils aware of tasks and on task * Expectations made clear to pupils * Trainee is courteous to all pupils and demonstrates enthusiasm * Trainee challenges inappropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments   Pupil assessment records   * Assessment is undertaken regularly and pupil progress monitored in order plan future learning * Include appropriate targets in pupil books |

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| **S2** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S2: Promote good progress and outcomes by pupils** | a) Be accountable for pupils’ attainment, progress and outcomes. | Unable to identify the impact of teaching on pupils’ attainment, progress or outcomes and incapable of explaining how pupils have made progress.  Not aware of school policy or practice. | Generally able to evaluate and communicate the impact of teaching on learning outcomes for most groups of pupils, including those with special educational needs and/or disabilities,  Some awareness of school policy and practice and is broadly in line with this. | Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons.  Follows school policy and practice. | Systematic, in-depth evaluation of the impact of teaching, takes into account and informs the contributions of others acting in support and enables pupils to make progress in all areas of learning.  Fully understands and is able to model school-level policy and practice and guide other professional colleagues such as teaching assistants.  Provides examples of how sustained progression for all groups of learners has been secured. |
| b) Plan teaching to build on pupils’ capabilities and prior knowledge. | Planning not informed by assessment of pupils’ capabilities and prior knowledge. | Broadly accurate and appropriate use of evidence gathered on pupils’ capabilities and prior knowledge in the planning of teaching and learning opportunities, so that most groups of learners make some progress. | Well informed about the pupils’ capabilities and prior learning, drawing on focused assessment.  Plans are carefully annotated to support progression. | Thorough and detailed understanding of the pupils’ capabilities and prior learning drawn from and based on systematic use of focused assessment.  Plans are differentiated/ personalised. |
| c) Guide pupils to reflect on the progress they have made and their emerging needs. | Unable to identify pupils’ progress  No verbal/written feedback to prompt pupils to reflect on their learning and recognise what they need to do next. | Able to identify and communicate the progress made by many pupils.  A limited range of strategies used to provide feedback and set targets to enable pupils to reflect on achievements and recognise next steps | Has developed a detailed understanding of the pupils’ progress and their emerging needs.  Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next. | Identifies the personal progress and learning needs of each pupil.  Pupils receive systematic and developmental feedback which enables them to identify and quantify attainment and contribute to longer-term target-setting. |
| d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | No awareness of how pupils learn.  Not able to use targeted interventions to facilitate learning for all groups. Does not adapt teaching to respond to the strengths and needs of pupils. | Developing a knowledge and understanding of how pupils learn and how to deal with barriers to learning.  Able to use a limited range of targeted interventionsto facilitate learning for most groups. Generally able to adapt teaching to respond to the strengths and needs of all pupils. | Has knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning.  Able to use targeted interventions to facilitate learning for all groups. Checks pupils’ understanding and routinely adapts teaching to respond to the strengths and needs of all pupils. | Has detailed knowledge and understanding of how pupils learn and how to overcome potential barriers to learning.  Consistently able to use well-targeted interventions to secure learning for all groups. Systematically and effectively checks learners’ understanding, anticipating and enacting where intervention is needed. |
| e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Not making clear the expectations for the pupils’ attitude to work. | Sets appropriate expectations for most pupils leading to responsible and conscientious attitudes to work and study in most pupils’ responses. | Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils’ responses. | Pupils’ are motivated to meet high and challenging expectations for responsible and conscientious attitude to work and study. |
| **Evidence** | | | | | |

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| How well does the trainee:   * Have a secure understanding of how learners learn? * Take account of prior learning in planning and teaching? * Construct and scaffold learning and analyse learner’s progress and make accurate assessments of their learning and achievements? * Monitor and assess progress and give feedback so that all pupils make good progress in their learning? * Plan for continuity and progression across the key stage(s) building on pupils’ prior knowledge and attainment? * Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve? * Encourage pupils to take pride in their work and achievements? * Engage learners in setting objectives for the development of their own learning and development? | Evidence for this standard may be demonstrated by:  Planning documentation   * Assessment data is used to inform planning * Planning of high order and diagnostic questions * Linking learning sequences * Lesson planning takes account of wider objectives linked to social and personal skills * Lesson plans promote independent and collaborative working * Structure of lesson that reflects the needs of pupils and their learning e.g. appropriate pace and resources   Reflective Documents   * Evaluations identify future learning targets * Awareness of social, emotional, cultural and linguistic factors that influence pupil performance   Lesson observations from mentors and tutors   * Observation identifies clear introduction and sequences of learning * Questioning builds on answers and pupils asked to build upon and reflect upon their answers * Effective use of plenaries to reflect upon learning * Pupils are attentive at the start of episodes of learning * Opportunities built into lessons to celebrate success   Pupil assessment records   * Summative and formative assessment is undertaken regularly * Record keeping is up to date and used formatively * Constructive verbal and written feedback provided to pupils * Building in opportunities for pupils to reflect upon their progress and identify areas for development |

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| **S3** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S3: Demonstrate good subject and curriculum knowledge** | a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | Requires significant and constant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils.  Unable to maintain any pupil interest due to lack of subject knowledge and inability to address misunderstandings. | Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.  Is able to maintain most pupils’ interest in the subject by delivering effective teaching episodes, supporting learner progression and addressing most misunderstandings. | Competent level of subject knowledge related to both their specific subject area and its place in the wider curriculum.  Is able to foster and maintain increasing pupil interest in their subject and the wider curriculum as well as addressing misunderstandings. | Highly confident and competent level of subject knowledge related to their specific subject area and the wider curriculum.  Is able to foster maintain increasing pupil interest in the subject by teaching engaging teaching episodes/lessons and ensuring progression is made by all learners and addressing misunderstandings. |
| b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Demonstrates no awareness of developments in the subject and curriculum area.  Unable to promote the value of scholarship. | Demonstrates some awareness of developments and changes in the subject and curriculum area.  Can promote scholarship and further study within their subject and curriculum area. | Demonstrates awareness of developments and changes in both the subject and the curriculum area.  Promotes scholarship and further study to all pupils within their given subject and curriculum area. | Demonstrates a high level of awareness of developments in both the subject and curriculum area.  Promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area. |
| c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | Has no understanding of strategies for promoting literacy, articulacy and the correct use of standard English and hence limited or no ability to put these into practice. | Demonstrates some necessary understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English and is able to use some strategies to put these into practice | Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a range of strategies to put these into practice. | Demonstrates a well established and thorough understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a wide range of strategies to put these into practice. |
| d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | Has no understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this. | Demonstrates some understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils’ reading skills. | Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils’ reading skills. | Demonstrates a thorough understanding of the role systematic synthetic phonics in the teaching of early reading and applies this knowledge to provide engaging and challenging learning opportunities to develop pupils’ reading skills. |
| e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Has no understanding of strategies for the teaching of early mathematics and hence limited or no success in doing this. | Demonstrates some understanding of strategies for the teaching of early mathematics.  Generally applies this knowledge to devise appropriate learning opportunities to support pupils’ developing mathematical skills | Demonstrates a good understanding of strategies for the teaching of early mathematics  Increasingly applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils’ mathematical skills. | Demonstrates a thorough understanding of strategies for the teaching of early mathematics  Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils’ mathematical skills. |
| **Evidence** | | | | | |

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| How well does the trainee:   * Have secure pedagogical and subject/phase related knowledge and understanding? * Have knowledge of recent NC frameworks and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these? * Plan and set subject/phase related targets for individuals and groups of learners? * Break down ideas and concepts and sequence them logically to support the development of learners’ knowledge and understanding? * Answer learners’ questions confidently and accurately? * Construct and scaffold learning, know when to make effective interventions and respond to learners’ common misconceptions and mistakes? * Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase? * Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these? * Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these? | Evidence for this standard may be demonstrated by:  Planning documentation   * Subject knowledge, key concepts and principles identified * Lesson plans, schemes of work and resources providing examples of how pupil literacy is being developed * Differentiated resources planned and utilised   Lesson observations from mentors and tutors   * Demonstration of clear subject knowledge and the ability to develop pupil understanding * Use of guided reading and development of appropriate subject specific vocabulary * Questioning builds on answers and pupils asked to build upon and reflect upon their answers   Pupil assessment records   * Assessment includes language and literacy learning * Summative, formative and diagnostic assessment of pupil understanding   Additional evidence   * Subject knowledge tracking and audits * Assignments |

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| **S4** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S4: Plan and Teach well structured Lessons** | a) Impart knowledge and develop understanding through effective use of lesson time. | Shows noeffective use of time and pacing. Lacks confidenceto adapt learning as the needs arises. Pupils areover or under challenged. | Generally maintains the pace of the learning; responds flexibly to events; and shows some confidence to adapt teaching in order to respond to the needs of pupils. | Lesson pace is well maintained and shows constructive use of time. | Learning is evident through well-paced activities |
| b) Promote a love of learning and children’s intellectual curiosity. | Does not take into account pupils’ responses and shows no evidence of being able to develop and expand on their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity | Employs some teaching strategies and resources which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity | Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.  Willing to takerisks to capture interest and make learning interesting.  Pupils can generallysee the relevance of their learning and this often stimulates their intellectual curiosity. | Supports all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and situations.  Takes risks when making learning interesting.  Pupilssee the relevance of their learning and this stimulates their intellectual curiosity. |
| c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Homework is not planned and does notprovide any consolidation of learning. Little or no thought given to the possibility of out-of-school learning. | Homework is planned andprovides some opportunity for consolidation of learning. Some thought is given to the possibility of out-of-school learning. | Plans homework which consolidates and reinforces knowledge and understanding.  Plans opportunities for out-of-class activities which are safe and generally relevant and suitable | Plansfocused homeworks and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning  Plans opportunities for out-of-class activities which are safe, relevant and suitable |
| d) Reflect systematically on the effectiveness of lessons and approaches to teaching | Does not evaluate and reflect on own practice.  Pays no attention to advice and does not accept constructive criticism to improve practice. | Evaluates and reflects in order to improve on own practice.  Generally seeks advice from colleagues on how to improve, and acts on feedback and targets. | Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.  Shows willingness to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils. | Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners to inform future planning, teaching and learning.  Acts upon advice and guidance to develop professional practice. |
| e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas. | No contribution to the design and provision of the curriculum. | Works collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum. | Collaborates with colleagues and has made contributions to curricular developments. | Has contributed to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum. |
| **Evidence** | | | | | |

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| How well does the trainee:   * Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? * Manage the timing and pace of lessons, intervene effectively and change direction and the shift in emphasis to support learning? * Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils’ learning and put this into the context of the real world? * Design homework and out of class work that takes account of learners’ attainment, needs and interest that can be completed independently or with appropriate support? * Use the feedback from more experiences colleagues and the experience of observing others to identify ways of improving their practice? * Seek opportunities to engage in collaborative planning and teaching? * Understand the need to consider the role of parents and carers in supporting learners with homework? * Know about the appropriate arrangements and risk assessments required for out of class activities? | Evidence for this standard may be demonstrated by:  Planning documentation   * Plans which show challenging learning objectives based upon prior learning * Planning shows differentiation and effective use of time * Homework that is suitably challenging and engaging * Planning that demonstrates an understanding of school, national curriculum, examination requirements * Lesson planning takes account of wider objectives linked to social and personal skills * Documentation supporting out of class learning * Lesson plans promote independent and collaborative working   Reflective Documents   * Accurate evaluations consistent with colleagues judgements * Reflection activities that actively seeks to improve practice * Evaluations and reflections that have led to improvements   Lesson observations from mentors and tutors   * Observation identifies enthusiasm for teaching * Observations of out of class activities * Lessons utilising appropriate teaching and learning strategies   Pupil assessment records   * Assessment of homework consistent with subject/ school policy * Appropriate and timely feedback to learners |

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| **S5** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | | **Good (2)** | **Outstanding (1)** |
| **S5: Adapt teaching to respond to the strengths and needs of all pupils** | a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | Lessons are inappropriately pitched for the needs of the learners which results in no teaching and ineffective use of time. | Lessons show some evidence of having considered some individual learning needs and employ a limited range of differentiation strategies that address the learning needs of some pupils and thus remove some barriers to learning | | Lessons show evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning | Lessons show evidence of having considered the individual learning needs of pupils and employ differentiation strategies that address these learning needs of and thus remove barriers to their learning |
| b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Has no understanding of the factors that inhibit pupils’ learning. | Respects and accommodates individual differences between pupils and has some understanding of how a narrow range of factors can inhibit pupils’ ability to learn, and on occasion can adapt teaching to help overcome these.  Some understanding is shown of the challenges and opportunities of teaching in a diverse society. | | Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils’ ability to learn and can adapt teaching to help overcome these.  Has an appropriate level of understanding of the challenges and opportunities of teaching in a diverse society. | Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils’ ability to learn.  Has a thorough understanding of the challenges and opportunities of teaching in a diverse society. |
| c) 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 | Has no understanding of the physical, social and intellectual differences and needs at different stages in pupils’ development. | Demonstrates some awareness of how physical, social and intellectual development can influence pupils’ educational outcomes. | | Demonstrates a sound awareness of how physical, social and intellectual development can influence pupils’ educational outcomes. | Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes |
| d) 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. | Has no understanding of the diverse needs of pupils.  Is unable to adapt or evaluate teaching to meet the different needs of pupils. | Demonstrates some understanding of the diverse needs of pupils.  Generally is able to adjust teaching and evaluate it to meet the different needs of pupils. | | Demonstrates sound understanding of the diverse needs of most learners.  Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners. | Demonstrates an excellent understanding of the diverse needs of all learners.  Is able to adapt teaching effectively and evaluate it to meet the diverse needs of all learners. |
| **Evidence** | | | | | | |
| How well does the Trainee:   * Take into account the key factors that contribute to the development and well being of learners? * Understand the extent to which different backgrounds and influences may have an impact on learning? * Know and understand the factors that can present barriers to learning, progress and well being and how these barriers might be overcome? * Interpret and use school level data to identify targets for learners? * Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those form diverse social, cultural, ethnic, religious and linguistic backgrounds? * Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances? | | | | Evidence for this standard may be demonstrated by:  Planning documentation   * Planning based upon prior assessments * Planning identifies clear differentiation strategies * Clear Assessment for Learning (AfL) strategies planned   Reflective Documents   * Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance   Lesson observations from mentors and tutors   * Observation identifies clear introduction and sequences of learning * Questioning builds on answers and pupils asked to build upon and reflect upon their answers * Effective use of plenaries to reflect upon learning * Pupils are attentive at the start of episodes of learning * Support staff employed appropriately   Pupil assessment records   * Assessment is undertaken regularly * Record keeping is up to date and used formatively * Use of school data e.g. FSM, EAL, SEN | | |

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| **S6** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S6: Make accurate and productive use of assessment** | a) Know and understand how to assess the relevant subject and  curriculum areas, including statutory assessment requirements | Does not recognise opportunities to assess relevant subject knowledge.  Demonstrates no understanding of statutory assessment requirements. | Recognises some opportunities for, and carries out, assessment of relevant subject knowledge of pupils.  Demonstrates some knowledge of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks | Uses well developed subject knowledge and accurate assessment of pupils’ prior skills, knowledge and understanding to plan effectively and set challenging tasks.  Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments. | Draws on excellent subject knowledge to plan and set challenging tasks based on accurate assessment of learner’s prior skills, knowledge and understanding.  Assessment carried out effectively, and demonstrates an excellent knowledge of statutory assessment. |
| b) Make use of formative and summative assessment to secure pupils’ progress | Does not recognise opportunities to make use of formative and summative assessment in securing pupils’ progress, especially for those with special educational needs/and or disabilities | Generally uses appropriate opportunities for formative and summative assessment to secure pupil progress including those with special educational needs/and or disabilities. | Makes frequent use of a range of formative and summative assessment strategies to secure individual pupils’ progress; can give examples of how they have secured progression for many groups of pupils including those with special educational needs and/or disabilities. | Accommodates individual pupils’ differences in their use of a range of formative and summative assessment to secure progress; can give extensive and varied examples of how they have secured and sustained progression for all groups of pupils, including those with special educational needs/and or disabilities within a lesson and over a sequence of lessons; |
| c) Use relevant data to monitor progress, set targets, and plan subsequent lessons | Does not use data to monitor progress, set targets or plan subsequent lessons.  Records of pupil progress are not maintained. | Generally uses relevant data to monitor progress, set targets and plan subsequent lessons.  Records of pupil progress and attainment are maintained and are generally up to date.  Generally makes accurate use of assessment demonstrating some knowledge of different kinds of assessment to secure and monitor progress, gives feedback, sets targets and plans subsequent lessons. | Uses a range of relevant data to monitor progress, set targets and plan subsequent lessons.  Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting  Assesses pupils’ progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve. | Uses a range of relevant data to monitor pupil progress and set targets.  Lesson planning is informed by how well pupils meet targets.  Records of pupil progress and attainment are up to date, detailed and used to inform future planning and target setting; |
| d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Does not use opportunities to give pupils regular oral feedback or written comments and marks.  Pupils are not encouraged to respond to feedback. | Generally recognises and uses appropriate opportunities to give pupils regular oral feedback, or written comments.  Pupils are encouraged to respond to feedback. | Uses a range of methods to give pupils regular and constructive feedback.  Pupils are encouraged and given time to respond to constructive feedback. | Uses and analyses a range of methods to give pupils regular and constructive feedback.  Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress. |
| **Evidence** | | | | | |

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| How well does the trainee:   * Know the assessment requirements and arrangements for the subjects/phase including those for examinations? * Make effective use of the schools; monitoring, assessment and recording policy? * Know how to prepare pupils for assessment activity? * Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning? * Relate assessment to learning objectives, learning activities and learning outcomes? * Use a range of assessment strategies including self and peer assessment effectively? * Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve? * Know, understand and use available data[[1]](#endnote-1)sets to improve the quality of teaching and learning and set appropriate targets for pupils? | Evidence for this standard may be demonstrated by:  Planning documentation   * Clear classroom routines identified * Assessment data is used to inform planning * Planning of high order and diagnostic questions * Linking learning sequences * Lesson planning takes account of wider objectives linked to social and personal skills * Lesson plans promote independent and collaborative working.   Reflective Documents   * Evaluations identify future learning targets   Lesson observations from mentors and tutors   * The use of effective feedback at individual, small group and whole class level * Questioning builds on answers and pupils asked to build upon and reflect upon their answers * Effective use of plenaries to identify pupil understanding * Learners reflect on learning and set / review own targets * Observes pupil activity and makes appropriate responses   Pupil assessment records   * Assessment is undertaken regularly * Use of tests, mock examinations and controlled assessments to provide appropriate feedback * Record keeping is up to date and used formatively * Pupils know how to progress to the next level   Additional evidence   * Assignments |

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| **S7** | **Standard Prompts** | **Not Yet Meeting (4)** | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S7: Manage behaviour effectively to ensure a good and safe learning environment** | a) Have clear rules and routines for behaviour in the classroom ,and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school’s behaviour policy | Rules and routines not established in accordance with the school’s behaviour policy  No awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school | Clear rules and routines for behaviour in the classroom generally applied in accordance with the school’s behaviour policy  Generally takes responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school | Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school’s behaviour policy  Consistently reinforces good and courteous behaviour in the classroom and around the school | Pupils demonstrate a shared understanding of rules and routines for behaviour which are embedded and implemented consistently in accordance with the school’s behaviour policy  Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation |
| b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly | Expectations of behaviour not yet evident.  Use of praise, sanctions and rewards not evident. | Expectations of behaviour are generally evident.  Establishes a framework for discipline, deploying some strategies, including the use of: praise; sanctions and rewards. These are generally applied consistently and fairly. | Maintains high expectations of pupils’ behaviour  Establishes and maintains an effective framework for discipline, consistently and fairly incorporating the use of praise, sanctions and rewards | Sustains high expectations of behaviour which are integral to learning.  Establishes and maintains a veryeffective framework for discipline, consistently and fairly, using a wide range of strategies. |
| c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | No pupil involvement and motivation as a result of ineffective class management | Generally manages, involves and motivates classes using approaches which are appropriate to most pupils’ needs. | Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs. | Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils’ needs. |
| d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary | Fails to establish effective relationships with pupils.  Authority lacks confidence and interventions are ineffective. | Generally maintains relationships with most pupils creating a supportive learning environment.  Is generally able to exercise authority and can act decisively when necessary. | Makes timely and effective interventions to maintain good discipline.  Matters relating to pupil behaviour are addressed promptly thus boosting their learning | Relationship with pupils ensures a productive and inspiring learning environment.  Ensures that any matters relating to pupil behaviour are addressed immediately thus maximising their learning |
| **Evidence** | | | | | |

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| How well does the trainee:   * Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self control and independence so that all learners can make progress?? * Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? * Minimise the impact of negative behaviour of some pupils on teaching and the learning of others? * Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil? * Understand the link between learners’ behaviour and their involvement and engagement with learning? | Evidence for this standard may be demonstrated by:  Planning documentation   * Seating plans and clear classroom routines identified * Planning showing the effective use of additional classroom support * Planning showing consideration of clear behaviour management strategies   Reflective Documents   * Evaluations identify future learning targets * Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance   Lesson observations from mentors and tutors   * High expectations and effective and appropriate behaviour management strategies observed * Variety of styles, variation of tone and language appropriate to audience * Effective relationships with pupils being developed * School policies for behaviour used appropriately   Pupil assessment records   * Records of sanctions and disruptive pupils maintained |

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| **S8** | **Standard Prompts** | **Not Yet Meeting (4)** | | **Satisfactory but needs further development (3)** | **Good (2)** | **Outstanding (1)** |
| **S8: Fulfil Wider Professional Responsibilities** | a) Make a positive contribution to the wider life and ethos of the school | | No awareness of school ethos, policies and procedures but requires help in making professional judgments in relation to them.  No knowledge of teachers’ legal responsibilities. | Beginning to contribute positively to the wider life and ethos of the school.  Some understanding of teachers’ legal responsibilities. | Is proactive about making a positive contribution to the life and ethos of the school.  Has a sound understanding of teachers’ legal responsibilities. | Is proactive and make a significant contribution to the wider life and ethos of their school.  Has a clear understanding of teachers’ legal responsibilities. |
| b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | | No awareness of the roles and responsibilities of colleagues.  No evidence of being able to draw upon other colleagues’ expertise without for specialist support and guidance. | Some understanding of the roles and responsibilities of colleagues.  Can utilise other colleagues’ expertise including those with responsibility for special needs and disabilities. | Consults with the different colleagues as appropriate knowing when to draw on their help and advice.  Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities. | Effectively consults with the different colleagues as appropriate knowing when to draw on their help and advice. |
| c) Deploy support staff effectively | | Unable to deploy support staff effectively. | Developing the ability to deploy support staff effectively to facilitate pupil learning.  Evidence of consultation with support staff in planning and classroom delivery | Able to deploy support staff effectively to facilitate pupil learning for all groups  Evidence of collaborative work with support staff to facilitate pupils’ learning. | Clear evidence of effective professional relationships with support staff that demonstrate collaborative working and deployment of support staff to maximise the learning of all pupils. |
| d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | | Not clear about own strengths and areas for development. Not proactive in own development.  Does not respond to advice and feedback from colleagues. | Some ability to identify own strengths and areas for development; some limited engagement with own professional development.  Shows some willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development. | Proactive with their own learning and professional development.  Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development. | Proactive with their own learning and professional development in order to improve teaching.  Is open to coaching and mentoring and respect the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice. |
|  | e) Communicate effectively with parents with regard to pupils’ achievements and well being | | Requires constant structured guidance to communicate with parents and carers about pupils’ achievements and well-being | Communicates adequately with parents and carers about learners’ achievements and well-being. | Communicates well with parents and carers about learners’ achievements and well-being. | Communicates very effectively with parents and carers about learners’ achievements and well-being. |
| **Evidence** | | | | | | |

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| How well does the trainee:   * Involve themselves in the wider role of the school through pastoral/form tutor work. PSHCE, assemblies, out of school learning, extra curricular activity, staff meetings and CPD activity? * Seek support and communicate effectively with other colleagues? * Recognise the value, expertise and benefits to learning of co-operative working? * Plan for, brief and deploy effectively other adults in and out of the classroom? * Review their professional learning and practice on a regular basis and identify strategies to improve? * Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? * Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers? * Acknowledge the contribution that parents and carers can make to the children’s learning and well being despite home circumstances or experiences of education? | Evidence for this standard may be demonstrated by:  Planning documentation   * Participation in jointly planned activities * Development and sharing of resources   Reflective Documents   * Effective use off feedback from mentors/tutors * Identification of professional development (CPD) needs * Evaluate and act upon advice and suggestions   Lesson observations from mentors and tutors   1. Participation in wider school activities 2. Taking of assemblies, form time, PSHCE 3. Consultations with parents, pastoral staff, SENCO, other teachers to support and plan for the pupils they teach 4. Team teaching 5. Understands and implements whole school policies e.g. dress code, communication with parents, assessment and recording procedures   Pupil assessment records   * Parents consultation and general communication with parents in line with school policy and procedures   Additional evidence   * Assignments and audits |

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|  | **Professional Mentor Signature:** | **Date:** | **Subject Mentor Signature:** | **Date:** |
| **Half Term 1** |  |  |  |  |
| **Half Term 2** |  |  |  |  |
| **Half Term 3** |  |  |  |  |
| **Half Term 4** |  |  |  |  |
| **Half Term 5** |  |  |  |  |
| **Half Term 6** |  |  |  |  |

1. [↑](#endnote-ref-1)