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School Experience 2 – Teaching Standards
Teachers’ Standards (DfE, 2012)

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and Professional Conduct

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.
Introduction

Trainee teachers in conjunction with teacher and tutor support use the Professional Development Profile (PDP) in school. The PDP is an essential document by which your achievement is recorded. It should always be kept in school.

The profile is based on the Department of Education Teachers’ Standards (DfE, 2012). The Teachers’ Standards are set out under the following headings:

1. Set high expectations which inspire, motivate and challenge pupils (1A – 1C)

2. Promote good progress and outcomes by pupils (2A – 2E)

3. Demonstrate good subject and curriculum knowledge (3A – 3E)

4. Plan and teach well structured lessons (4A – 4E)

5. Adapt teaching to respond to the strengths and needs of all pupils (5A – 5D)

6. Make accurate and productive use of assessment (6A – 6D)

7. Manage behaviour effectively to ensure a good and safe learning environment (7A – 7D)

8. Fulfil wider professional responsibilities (8A – 8E)

Assessment of the trainee teacher’s knowledge and understanding is undertaken principally through subject profiles linked to taught University sessions and school-based tasks. Evidence of Maths, English, Science and ICT teaching needs to be included in the PDP.
Using the PDP

The PDP is a way of recording your achievement against national Professional Standards. These are the Standards that you have to achieve before you can be recommended for Qualified Teacher Status.

The PDP is not a diary; it is an opportunity for you to reflect on your experiences and establish what you have learned from them. The more that you do it, the more that it becomes straightforward to complete and will help you to gain depth and purpose to your evaluations.

You are responsible for the completion of your PDP. You are expected to complete it regularly and to gather evidence of your achievements, in addition to your written commentary. This evidence should be placed behind the relevant Standard and annotated where necessary. Examples of this can be found in the separate appendix booklet. You should invite your mentor to comment in it, give feedback on entries and evidence and offer advice on your teaching, planning and reflections at least once a week.

The PDP will also be needed at weekly review meetings to help both you and your mentor to summarise achievements and to set agreed targets for the following week. Weekly targets should be explicitly related to the Teachers' Standards and lesson observations should be completed using the University's observation forms. These observation forms are specifically related to the Teachers' Standards and to the grading in the PDP. Examples of weekly reviews and lesson observations can also be found in the School Experience Handbook Appendix.

The grades are as follows:

- Grade 1  Higher
- Grade 2  Good
- Grade 3  Pass
- Grade 4  Targeted Support 1 (Fail in some areas)
- Grade 5  Targeted Support 2 (Fail)

In order to pass the School Experience, you must gain a Grade 3 (Pass) or above in all eight sections of the Standards and complete your PDP for every assessed School Experience. If you are graded as ‘good’ at the end of the programme of ITE you must have reached all Teachers' Standards at least at a pass level and demonstrate elements of ‘good' practice. In order to be graded at a ‘higher’ level, you may have additionally exhibited best practice at the higher level. A best-fit model is employed when grading your practice.

Teachers’ Standards for SE1
<table>
<thead>
<tr>
<th>1 Set high expectations which inspire, motivate and challenge pupils</th>
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<tbody>
<tr>
<td>1A Establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
</tr>
<tr>
<td>1B Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
</tr>
<tr>
<td>1C Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</td>
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<tr>
<th>2 Promote good progress and outcomes by pupils</th>
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<tbody>
<tr>
<td>2B Plan teaching to build on pupils’ capabilities and prior knowledge</td>
</tr>
<tr>
<td>2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
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<tr>
<td>2E Encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
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<tr>
<th>3 Demonstrate good subject and curriculum knowledge</th>
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<tr>
<td>3A Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
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<tr>
<td>3C 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</td>
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<tr>
<td>3D Demonstrate a clear understanding of systematic synthetic phonics</td>
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<tr>
<td>3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics</td>
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<th>4 Plan and teach well-structured lessons</th>
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<tr>
<td>4A Impart knowledge and develop understanding through effective use of lesson time</td>
</tr>
<tr>
<td>4B Promote a love of learning and children’s intellectual curiosity</td>
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<tr>
<td>4D Reflect systematically on the effectiveness of lessons and approaches to teaching</td>
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<th>5 Adapt teaching to respond to the strengths and needs of all pupils</th>
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<td>5A Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
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<th>6 Make accurate and productive use of assessment</th>
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<tr>
<td>6B Make use of formative and summative assessment to secure pupils’ progress</td>
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<tr>
<td>6D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</td>
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<th>7 Manage behaviour effectively to ensure a good and safe learning environment</th>
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<tr>
<td>7A Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</td>
</tr>
<tr>
<td>7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</td>
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<tr>
<td>7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</td>
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<th>8 Fulfil wider professional responsibilities</th>
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<tr>
<td>8A Make a positive contribution to the wider life and ethos of the school</td>
</tr>
<tr>
<td>8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
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</tbody>
</table>
1. Set high expectations which inspire, motivate and challenge pupils

Those recommended for the award of QTS should:

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect
1B Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1C Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils

Set high expectations which inspire, motivate and challenge pupils

In the current context, additionally the **higher** trainee (1):
- constantly encourages pupils to participate and contribute in an atmosphere highly conducive to learning;
- consistently has high expectations of pupils in different training contexts;
- has high levels of mutual respect between themselves (the trainee) and the pupils;
- is very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities;
- generates high levels of enthusiasm, participation and commitment to learning.

Additionally the **good** trainee (2):
- is reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- sets high expectations of pupils in their different training contexts;
- consistently demonstrate professional behaviour;
- are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.

The **pass** trainee (3):
- is able to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- is able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning;
- demonstrate an understanding of how to set appropriately high expectations, believing that all pupils have the potential to make progress;
- demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- demonstrate enthusiasm for working with children and young people and for teaching and learning.

The trainee who has been given **Targeted Support 1** (4):
- is inconsistent in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- makes little effort to develop a rapport with a range of individuals and groups. As a consequence of this few pupils are engaged in their learning;
- does not adequately demonstrate an understanding of how to set appropriately high expectations, in order for pupils to make progress;
- makes little effort to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- shows little evidence of enthusiasm for working with children and young people and for teaching and learning.
Set high expectations which inspire, motivate and challenge pupils

The trainee who has been given **Targeted Support 2 (5):**

- fails to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- fails to develop a rapport with a range of individuals and groups. As a consequence of this pupils are disengaged in their learning;
- fails to demonstrate an understanding of how to set appropriately high expectations, therefore pupils do not to make progress;
- fails to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- fails to demonstrate enthusiasm for working with children and young people and for teaching and learning.
Set high expectations which inspire, motivate and challenge pupils

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Set high expectations which inspire, motivate and challenge pupils

1B Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

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Evidence provided to support reflection:
Set high expectations which inspire, motivate and challenge pupils

1C Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils

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Evidence provided to support reflection:
2 Promote good progress and outcomes

Those recommended for the award of QTS should:

2B Plan teaching to build on pupils’ capabilities and prior knowledge
2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2E Encourage pupils to take a responsible and conscientious attitude to their own work and study

Promote good progress and outcomes

In the current context, additionally the higher trainee (1):
• demonstrates confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement;
• sets appropriately challenging tasks, drawing on a secure knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment;
• regularly creates opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

Additionally the good trainee (2):
• demonstrates a sound understanding of the need to develop pupil learning over time;
• through their short and medium term planning which consistently takes into account the prior learning of the pupils;
• uses their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.

The pass trainee (3):
• through their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement;
• are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are able to implement this into their practice;
• plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

The trainee who has been given Targeted Support 1 (4):
• through their short and medium term planning and teaching demonstrate limited understanding of, and provision for, pupil progression and is inconsistent in taking into account prior achievement;
• is seldom able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are unable to implement this into their practice;
• may not effectively plan teaching and learning activities which encourage independent and autonomous learning. As a consequence not all groups of pupils make at least satisfactory progress.
Promote good progress and outcomes

The trainee who has been given Targeted Support 2 (5):

- through their short and medium term planning and teaching demonstrate poor understanding of, and provision for, pupil progression that fails to take into account prior achievement;
- is unable to explain how effective teaching strategies are informed by an understanding of how pupils learn and cannot implement this into their practice;
- does not plan teaching and learning activities which encourage independent and autonomous learning. As a consequence pupils do not make at least satisfactory progress.
## Promote good progress and outcomes

2B Plan teaching to build on pupils’ capabilities and prior knowledge

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**Evidence provided to support reflection:**
## Promote good progress and outcomes

2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

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Evidence provided to support reflection:
## Promote good progress and outcomes

2E Encourage pupils to take a responsible and conscientious attitude to their own work and study

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**What did I do and what did I learn from this?**

**Evidence provided to support reflection:**
3 Demonstrate good subject and curriculum knowledge

Those recommended for the award of QTS should:

3A Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
3C 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
3D Demonstrate a clear understanding of systematic synthetic phonics
3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

Demonstrate good subject and curriculum knowledge

In the current context, additionally the **higher** trainee (1):
- draws on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest;
- demonstrates very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning;
- models very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing;
- **(In relation to early reading)** draws on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach;
- **(In relation to early mathematics)** draws on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.

Additionally the **good** trainee (2):
- has well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest;
- makes good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching;
- models good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons;
- **(In relation to early reading)** has very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach;
- **(In relation to early mathematics)** has very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.
Demonstrate good subject and curriculum knowledge

The pass trainee (3):
- has sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- knows how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions;
- is able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject;
- demonstrates an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons;
- (In relation to early reading) demonstrates sufficient knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach;
- (In relation to early mathematics) knows and understands the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.

The trainee who has been given Targeted Support 1 (4):
- has insufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- has limited understanding of how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions;
- is weak in their responses to subject specific questions which learners ask and their use of subject specific language is often inaccurate and inconsistent which limits learners developing knowledge, understanding and skills in the subject;
- demonstrates insufficient understanding of the need to promote high standards of communication, reading and writing for all learners and inconsistently builds this into lessons;
- (In relation to early reading) demonstrates limited knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and is inconsistent in applying this effectively across the specific age phases they are training to teach;
- (In relation to early mathematics) has limited knowledge and understanding of the principles and practices of teaching and assessing early mathematics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.

The trainee who has been given Targeted Support 2 (5):
- has poor knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- has a lack of understanding of how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions;
- fails to respond appropriately to subject specific questions which learners ask and their use of subject specific language is poor which prevents learners developing knowledge, understanding and skills in the subject;
- demonstrates inadequate understanding of the need to promote high standards of communication, reading and writing for all learners and seldom builds this into lessons;
- (In relation to early reading) demonstrates poor knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and fails to apply this effectively across the specific age phases they are training to teach;
• (In relation to early mathematics) fails to know and understand the principles and practices of teaching and assessing early mathematics, and fails to apply this effectively across the specific age phases they are training to teach.
Demonstrate good subject and curriculum knowledge

3A Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Demonstrate good subject and curriculum knowledge

3C 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

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Evidence provided to support reflection:

What did I do and what did I learn from this?
Demonstrate good subject and curriculum knowledge

3D Demonstrate a clear understanding of systematic synthetic phonics

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Evidence provided to support reflection:
Demonstrate good subject and curriculum knowledge

3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

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What did I do and what did I learn from this?

Evidence provided to support reflection:
4 Plan and teach well structured lessons

Those recommended for the award of QTS should:

4A Impart knowledge and develop understanding through effective use of lesson time
4B Promote a love of learning and children’s intellectual curiosity
4D Reflect systematically on the effectiveness of lessons and approaches to teaching

Plan and teach well-structured lessons

In the current context, additionally the higher trainee (1):
- plans lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests;
- is highly reflective in critically evaluating their practice;
- accurately judges the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.

Additionally the good trainee (2):
- demonstrates a willingness to try out a range of approaches to teaching and learning;
- plans lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes;
- knows how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.

The pass trainee (3):
- employs a range of teaching strategies and resources;
- plans individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- when teaching maintains the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners;
- can create an environment in which the learners are usually engaged;
- reviews and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.

The trainee who has been given Targeted Support 1 (4):
- shows a limited use of teaching strategies and resources;
- is inconsistent in planning individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- needs to develop strategies when teaching to maintain the pace of the learning, may not respond flexibly to what is happening in the classroom and seldom has the confidence to adapt their teaching in order to respond to the needs of the learners;
- is inconsistent in creating an environment in which learners are often engaged;
- may not review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.
Plan and teach well-structured lessons

The trainee who has been given Targeted Support 2 (5):

- is unable to use a range of teaching strategies and resources;
- does not effectively plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- shows a lack of strategies when teaching to maintain the pace of the learning, fails to respond flexibly to what is happening in the classroom and lacks the confidence to adapt their teaching in order to respond to the needs of the learners;
- fails to create an environment in which learners are engaged;
- fails to review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.
Plan and teach well-structured lessons

4A Impart knowledge and develop understanding through effective use of lesson time

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*What did I do and what did I learn from this?*

Evidence provided to support reflection:
Plan and teach well-structured lessons

4B Promote a love of learning and children’s intellectual curiosity

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*Evidence provided to support reflection:*

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School Experience 2 – Teaching Standards
Plan and teach well-structured lessons

4D Reflect systematically on the effectiveness of lessons and approaches to teaching

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Evidence provided to support reflection:
5 Adapt teaching to respond to the strengths and needs of all pupils

Those recommended for the award of QTS should:

5A  Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Adapt teaching to respond to the strengths and needs of all pupils

In the current context, additionally the higher trainee (1):

- will quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.

Additionally the good trainee (2):

- consistently adapts their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress.

The pass trainee (3):

- knows the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.

The trainee who has been given Targeted Support 1 (4):

- does not know the pupils well enough to recognise the different needs and strengths of individuals and groups and finds it difficult to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.

The trainee who has been given Targeted Support 2 (5):

- has poor knowledge of the pupils to recognise the different needs and strengths of individuals and groups and fails to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.
Adapt teaching to respond to the strengths and needs of all pupils

5A Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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*What did I do and what did I learn from this?*

Evidence provided to support reflection:
6 Make accurate and productive use of assessment

Those recommended for the award of QTS should:

6B  Make use of formative and summative assessment to secure pupils’ progress
6D  Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Make accurate and productive use of assessment

In the current context, additionally the higher trainee (1):
• uses a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning;
• assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.

The good trainee (2):
• employs a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses;
• assesses learners’ progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

The pass trainee (3):
• has planning that is characterised by the use of a range of formative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary;
• mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

The trainee who has been given Targeted Support 1 (4):
• seldom makes use of a range of formative assessment strategies when planning and designing to support pupils in making progress. They make limited and ineffective use of these strategies in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary;
• has a limited understanding of how to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

The trainee who has been given Targeted Support 2 (5):
• fails to make use of a range of formative assessment strategies when planning and designing to support pupils in making progress. They fail to use these strategies in lessons, either to evaluate the impact of teaching on the progress of learners or as a basis for modifying their teaching and classroom practice when necessary;
• fails to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.
Make accurate and productive use of assessment

6B  Make use of formative and summative assessment to secure pupils’ progress

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Make accurate and productive use of assessment

6D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

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**Evidence provided to support reflection:**
7 Manage behaviour effectively to ensure a good and safe learning environment

Those recommended for the award of QTS should:

7A Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment

In the current context, additionally the higher trainee (1):

- rapidly adapts to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly;
- consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning;
- actively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

The good trainee (2):

- works within the school's framework for behaviour and apply rules and routines consistently and fairly;
- consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning;
- actively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

The pass trainee (3):

- works within the school's framework for behaviour and can apply rules and routines consistently and fairly;
- shows understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate;
- has high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning;
- understands that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.
Manage behaviour effectively to ensure a good and safe learning environment

The trainee who has been given Targeted Support 1 (4):
- demonstrates little evidence of working within the school’s framework for behaviour and applies rules and routines inconsistently and unfairly;
- has insufficient understanding of how barriers to learning can impact on pupil behaviour and are unable to apply strategies to address these, working alongside experienced teachers and support staff as appropriate;
- is not able to set high expectations and has limited understanding of the range of strategies that experienced teachers use to promote positive behaviour. They are therefore unable to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning;
- has insufficient understanding that behaviour management is context-dependent and may not articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

The trainee who has been given Targeted Support 2 (5):
- fails to work within the school’s framework for behaviour and does not apply rules and routines consistently and fairly;
- has a poor understanding of how barriers to learning can impact on pupil behaviour and fails to apply strategies to address these, even when working alongside experienced teachers and support staff as appropriate;
- fails to set high expectations and lacks awareness of the range of strategies that experienced teachers use to promote positive behaviour. They fail to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning;
- fails to understand that behaviour management is context-dependent and unable to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.
Manage behaviour effectively to ensure a good and safe learning environment

7A Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.

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Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

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Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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Evidence provided to support reflection:
8 Fulfil wider responsibilities

Those recommended for the award of QTS should:

8A  Make a positive contribution to the wider life and ethos of the school
8B  Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Fulfil wider responsibilities

In the current context, additionally the **higher** trainee (1):
- is pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school;
- builds strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.

The **good** trainee (2):
- is pro-active in seeking out opportunities to contribute to the wider life and ethos of the school;
- is effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.

The **pass** trainee (3):
- understands and is able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways;
- can build effective professional relationships with various colleagues and have the skills required to work collaboratively.

The trainee who has been given **Targeted Support 1** (4):
- has limited understanding of how to support the ethos of the school and shows little inclination in contributing to the wider life of the school;
- needs to build effective professional relationships with various colleagues and develop the skills required to work collaboratively.

The trainee who has been given **Targeted Support 2** (5):
- fails to understand how to support the ethos of the school and to contribute to the wider life of the school;
- fails to build professional relationships with various colleagues and the skills required to work collaboratively.
Fulfil wider responsibilities

8A Make a positive contribution to the wider life and ethos of the school

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**Evidence provided to support reflection:**
### Fulfil wider responsibilities

8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

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**Evidence provided to support reflection:**
PEN PORTRAITS

Higher/Good/Pass
Targeted Support 1 & 2
The ‘higher’ trainee (1):
Those trainees graded as ‘higher’ at the end of the SE1 will have meet the Teachers’ Standards at a passing/good level and may have additionally demonstrated that:

Standard 1
- They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning.
- They consistently have high expectations of pupils in different training contexts.
- There are high levels of mutual respect between the trainee and pupils.
- They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities.
- They generate high levels of enthusiasm, participation and commitment to learning.

Standard 2
- They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.
- They are able to set appropriately challenging tasks, drawing on a secure knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment.
- They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

Standard 3
- They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest.
- They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.
- They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing.
- In relation to early reading they draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach
- In relation to early mathematics they draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.

Standard 4
- They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests.
- They are highly reflective in critically evaluating their practice.
- They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.

Standard 5
- They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.

Standard 6
• They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.
• They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.

**Standard 7**
• They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.
• They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.
• They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

**Standard 8**
• They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.
• They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.
The ‘good’ trainee (2)

Those trainees graded as ‘good’ at the end of the programme of ITE will have meet the Teachers’ Standards at a passing level and may have additionally demonstrated that:

**Standard 1**
- They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.
- They set high expectations of pupils in their different training contexts.
- They consistently demonstrate professional behaviour.
- They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.

**Standard 2**
- They demonstrate a sound understanding of the need to develop pupil learning over time.
- Their short and medium term planning consistently takes into account the prior learning of the pupils.
- They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.

**Standard 3**
- They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest.
- They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.
- They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.
- **In relation to early reading**: They will have secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach.
- **In relation to early mathematics**: They will have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.

**Standard 4**
- They demonstrate a willingness to try out a range of approaches to teaching and learning.
- They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes.
- They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.

**Standard 5**
- They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress.

**Standard 6**
- They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses.
- They assess learners’ progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
Standard 7
- They work within the school’s framework for behaviour and apply rules and routines consistently and fairly.
- They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning.
- They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

Standard 8
- They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.
- They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.
The ‘passing’ trainee (3):

All trainees recommended for the award of QTS must meet all of the standards at least at this level. Those trainees graded as a ‘pass’ by the end of their programme of ITE and being recommended for QTS will have demonstrated that:

**Standard 1**
- They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning.
- They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning.
- They demonstrate an understanding of how to set appropriately high expectations, believing that all pupils have the potential to make progress.
- They demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.
- They demonstrate enthusiasm for working with children and young people and for teaching and learning.

**Standard 2**
- Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement.
- They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are able to implement this into their practice.
- They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

**Standard 3**
- They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach.
- They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions.
- They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject.
- They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.
- **In relation to early reading:** They will demonstrate sufficient knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach.
- **In relation to early mathematics:** They will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.

**Standard 4**
- They employ a range of teaching strategies and resources.
- They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes.
- When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners.
- They can create an environment in which the learners are usually engaged.
• They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.

**Standard 5**
• They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.

**Standard 6**
• Their planning is characterised by the use of a range of formative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary.
• They mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

**Standard 7**
• They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly.
• They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.
• They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.
• They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

**Standard 8**
• They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways.
• They can build effective professional relationships with various colleagues and have the skills required to work collaboratively.
The ‘Targeted Support 1’ trainee (4):

Those trainees graded as ‘targeted support 1’ will not have consistently met all the standards by the end of their programme of ITE and therefore cannot be recommended for QTS. They will have demonstrated that:

Standard 1
- They are inconsistent in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- They make little effort to develop a rapport with a range of individuals and groups. As a consequence of this few pupils are engaged in their learning;
- They do not adequately demonstrate an understanding of how to set appropriately high expectations, in order for pupils to make progress;
- They make little effort to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- They show little evidence of enthusiasm for working with children and young people and for teaching and learning.

Standard 2
- Their short and medium term planning and teaching demonstrate limited understanding of, and provision for, pupil progression and is inconsistent in taking into account prior achievement;
- They are seldom able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are unable to implement this into their practice.
- They may not effectively plan teaching and learning activities that encourage independent and autonomous learning. As a consequence not all groups of pupils make at least satisfactory progress.

Standard 3
- They have insufficient secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- They have limited understanding of how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions;
- They are weak in their responses to subject specific questions which learners ask and their use of subject specific language is often inaccurate and inconsistent which limits learners developing knowledge, understanding and skills in the subject;
- They demonstrate insufficient understanding of the need to promote high standards of communication, reading and writing for all learners and inconsistently builds this into lessons;
- **(In relation to early reading)** They demonstrate limited knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.
- **(In relation to early mathematics)** They have limited knowledge and understanding of the principles and practices of teaching and assessing early mathematics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.

Standard 4
- They show a limited use of teaching strategies and resources;
- They are inconsistent in planning individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- They need to develop strategies when teaching to maintain the pace of the learning, may not respond flexibly to what is happening in the classroom and seldom has the confidence to adapt their teaching in order to respond to the needs of the learners;
- They are inconsistent in creating an environment in which learners are often engaged;
• They may not review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.

Standard 5
• They do not know the pupils well enough to recognise the different needs and strengths of individuals and groups and finds it difficult to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.

Standard 6
• They seldom make use of a range of formative assessment strategies when planning and designing to support pupils in making progress. They make limited and ineffective use of these strategies in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary;
• They have a limited understanding of how to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

Standard 7
• They demonstrate little evidence of working within the school’s framework for behaviour and applies rules and routines inconsistently and unfairly;
• They have insufficient understanding of how barriers to learning can impact on pupil behaviour and are unable to apply strategies to address these, working alongside experienced teachers and support staff as appropriate;
• They are not able to set high expectations and has limited understanding of the range of strategies that experienced teachers use to promote positive behaviour. They are therefore unable to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning;
• They have insufficient understanding that behaviour management is context-dependent and may not articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Standard 8
• They have limited understanding of how to support the ethos of the school and shows little inclination in contributing to the wider life of the school;
• They need to build effective professional relationships with various colleagues and develop the skills required to work collaboratively.
The ‘Targeted Support 2’ trainee (5):
Those trainees graded as ‘targeted support 2’ will have failed to meet all the standards to at least the passing level by the end of their programme of ITE and therefore cannot be recommended for QTS. They will have demonstrated that:

Standard 1
- They fail to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- They fail to develop a rapport with a range of individuals and groups. As a consequence of this pupils are disengaged in their learning;
- They fail to demonstrate an understanding of how to set appropriately high expectations, therefore pupils do not make progress;
- They fail to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- They fail to demonstrate enthusiasm for working with children and young people and for teaching and learning.

Standard 2
- Through their short and medium term planning and teaching they demonstrate poor understanding of, and provision for, pupil progression that fails to take into account prior achievement;
- They are unable to explain how effective teaching strategies are informed by an understanding of how pupils learn and cannot implement this into their practice;
- They do not plan teaching and learning activities that encourage independent and autonomous learning. As a consequence pupils do not make at least satisfactory progress.

Standard 3
- They have poor knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- They have a lack of understanding of how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions;
- They fail to respond appropriately to subject specific questions which learners ask and their use of subject specific language is poor which prevents learners developing knowledge, understanding and skills in the subject;
- They demonstrate inadequate understanding of the need to promote high standards of communication, reading and writing for all learners and seldom build this into lessons.
  (In relation to early reading) They demonstrate poor knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and fail to apply this effectively across the specific age phases they are training to teach.
  (In relation to early mathematics) They fail to know and understand the principles and practices of teaching and assessing early mathematics, and fail to apply this effectively across the specific age phases they are training to teach.

Standard 4
- They are unable to use a range of teaching strategies and resources;
- They do not effectively plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- They show a lack of strategies when teaching to maintain the pace of the learning, fail to respond flexibly to what is happening in the classroom and lack the confidence to adapt their teaching in order to respond to the needs of the learners;
- They fail to create an environment in which learners are engaged;
- They fail to review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning.
Standard 5
- They have poor knowledge of the pupils to recognise the different needs and strengths of individuals and groups and fail to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.

Standard 6
- They fail to make use of a range of formative assessment strategies when planning and designing to support pupils in making progress. They fail to use these strategies in lessons, either to evaluate the impact of teaching on the progress of learners or as a basis for modifying their teaching and classroom practice when necessary;
- They fail to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

Standard 7
- They fail to work within the school’s framework for behaviour and do not apply rules and routines consistently and fairly;
- They have a poor understanding of how barriers to learning can impact on pupil behaviour and fail to apply strategies to address these, even when working alongside experienced teachers and support staff as appropriate;
- They fail to set high expectations and lack awareness of the range of strategies that experienced teachers use to promote positive behaviour. They fail to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning;
- They fail to understand that behaviour management is context-dependent and are unable to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Standard 8
- They fail to understand how to support the ethos of the school and to contribute to the wider life of the school;
- They fail to build professional relationships with various colleagues and the skills required to work collaboratively;
APPENDIX
Set high expectations which inspire, motivate and challenge pupils

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect

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<th>Date</th>
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<tbody>
<tr>
<td>17.06.12</td>
<td>I have differentiated the lesson activity so all the children in the class fulfil their potential and finish the lesson feeling that they have done well with a degree of success.</td>
<td>Well done. Do you have a system for collecting evidence that shows children’s understanding? e.g. you could use a smiley face system or thumbs up / down to assess each section.</td>
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<tr>
<td></td>
<td>Through a constructive question and answer session I have treated all children respectfully and developed a good relationship with them.</td>
<td>How did you differentiate work?</td>
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Evidence provided to support reflection:
Set high expectations which inspire, motivate and challenge pupils

1C Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

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<td>14.06.12</td>
<td>Use of children’s names and use of praise when observing good role models. Positive use of marking to individual targets and objectives. <em>(Cross-referenced to 6C &amp; 6D)</em>&lt;br&gt;I learnt from this that children are most motivated / focused when they are aware of reward systems e.g. Golden time.</td>
<td>Good use of positive comments to start marking. Good uses of child speak targets for improvements next time.&lt;br&gt;I have noticed you using house points and incentive stickers and this definitely helps them respond positively to you and to others.</td>
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Evidence provided to support reflection:
### Promote good progress and outcomes by pupils

**2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching**

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<td>10.07.12</td>
<td>At the end of the Science unit I assessed the children’s learning in relation to the learning objectives and decided to amend my classroom practice to take on board the preferred learning strategies / styles of my children, to encourage personalised learning. More specifically a more visual style.</td>
<td></td>
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**Evidence provided to support reflection:**
**Demonstrate good subject and curriculum knowledge**

3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

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<td>10.06.12</td>
<td>I have used ITP in numeracy to model calculation to pupils and always include ICT in planning. I organised for groups to rotate using primary games to support the learning of time (differentiated ICT programs). I have tracked and developed graphs to demonstrate progression for my pupils. I used (ICT) program to assess understanding prior to teaching number.</td>
<td>Be more specific on which lessons – given examples / make reference to particular lesson plan / date.</td>
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<tr>
<td></td>
<td></td>
<td>You appear confident in your numeracy teaching and now need to consider literacy.</td>
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<td></td>
<td></td>
<td>How are you planning to use this information?</td>
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**Evidence provided to support reflection:**

- planning – weekly
- pupils work
- data progress graphs and assessment docs.
**Make accurate and productive use of assessment**

6B Make use of formative and summative assessment to secure pupils’ progress

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<td>14.06.12</td>
<td>I marked a piece of literacy using success criteria. I was able to identify children who had not understood the task fully.</td>
<td>- Well done, by monitoring closely you have gained a good grasp of where the children are, and you are using this effectively to inform future planning. How would you change this lesson next time to ensure those children who were struggling were able to achieve this objective?</td>
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**Evidence provided to support reflection:**
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

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<td>16.06.12</td>
<td>I’d noticed that X keeps calling out answers without putting his hand up. His answers are usually accurate / relevant, but this is preventing the other children from participating. I have given X a target card on his desk, but this hasn’t worked very well so far, but I will try it again next week, to see if this makes a difference. <em>(Cross-referenced to 7A, 7C &amp; 7D)</em></td>
<td>Well done for recognising that this needs some action. Can you think of any other strategies that would work? Could you plan for the TA to support him with the new strategy for the first few days.</td>
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Evidence provided to support reflection:

Copy of target card and successful use.
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

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| 12.07.12 | I carried out a PE lesson, using apparatus to teach gymnastics. Rules were clearly set out and the children’s attention drawn to safety.  
  - Expectations / outcomes.  
  - Noise management.  
  - Demonstrations of good practise.  
  - Stopped children at regular intervals for appropriate teaching points.  
  - I learnt to keep objectives clear and to make sure the children had a good understanding of what was expected. | You made the rules very clear at the outset and children listened well to safety aspects.  
These were clear in your plan and you followed it through.  
Some children were involved while others watched a demonstration in good practise and teaching points during the lesson.  
The children were always clear and showed a good understanding of what you expected of them. Self evaluation from the group showed this really well - |

Evidence provided to support reflection:
Fulfil wider professional responsibilities

8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

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<td>14.06.12</td>
<td>Set meeting up with SENCO to discuss lack of progress being made by a SA + child. I learnt a range of strategies e.g. peer support, 1:1 support, resources to be used, relevant intervention programmes appropriate to age and ability to enhance my teaching and planning.</td>
<td>An appropriate move to make after having discussed the child with the class teacher. Your next challenge will be to communicate this effectively with the child and TA and parents as appropriate.</td>
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Evidence provided to support reflection:

In planning, evidence of child’s work in light of strategies, possible assessment evidence.