|  |  |
| --- | --- |
| Mentor Assessment Handbook  For secondary and primary SCITT mentors | Objective  First class teacher education designed to inspire and develop high levels of personal and professional conduct in teachers who will impact significantly on pupil progress The Alliance for Learning SCITT  Qualified Teacher Status education |

Mentor Assessment Handbook

Contents

[Introduction 4](#_Toc487572027)

[Aims of the course 4](#_Toc487572028)

[Aim of the assessment handbook 4](#_Toc487572029)

[SCITT contact information 4](#_Toc487572030)

[Roles and responsibilities – summary 5](#_Toc487572031)

[SCITT tutors 5](#_Toc487572032)

[School mentors 5](#_Toc487572033)

[Trainees 5](#_Toc487572034)

[The partnership 5](#_Toc487572035)

[Overview of expectations throughout the course 6](#_Toc487572036)

[A simplification of trainee grading across the year 6](#_Toc487572037)

[Outstanding 6](#_Toc487572038)

[Good 6](#_Toc487572039)

[Requires improvement 6](#_Toc487572040)

[Inadequate 6](#_Toc487572041)

[Final grade descriptors 7](#_Toc487572042)

[Grading against the teachers’ standards 8](#_Toc487572043)

[Expected outcomes 8](#_Toc487572044)

[Summative report 1 8](#_Toc487572045)

[Summative report 2 or primary mid-term review FPP1b 8](#_Toc487572046)

[Summative report 3 (end of programme) 9](#_Toc487572047)

[Assessment procedures: overview 10](#_Toc487572048)

[How trainees are assessed 10](#_Toc487572049)

[Assessment procedures in more detail 11](#_Toc487572050)

[Weekly 11](#_Toc487572051)

[Lesson observations 11](#_Toc487572052)

[Mentor meetings 11](#_Toc487572053)

[Half-termly 12](#_Toc487572054)

[Mid-term review 12](#_Toc487572055)

[Termly 12](#_Toc487572056)

[Mentor file checks 12](#_Toc487572057)

[Summative reports 12](#_Toc487572058)

[The journey: observation to reporting 13](#_Toc487572059)

[School placement files 14](#_Toc487572060)

[Evidence checks 14](#_Toc487572061)

[The school experience working file 14](#_Toc487572062)

[QTS evidence file 15](#_Toc487572063)

[Evaluation of qualified teacher status 16](#_Toc487572064)

[The teachers’ standards (2012) 16](#_Toc487572065)

[The reflective journey 16](#_Toc487572066)

[The process of reflection 16](#_Toc487572067)

[The professional development record (PDR) 16](#_Toc487572068)

[Completing the professional development record 16](#_Toc487572069)

[Section 1 – QTS evidence document: sub-standards 17](#_Toc487572070)

[Section 2 - QTS Reflective review: sub-standards 17](#_Toc487572071)

[North West Grading Matrix 18](#_Toc487572072)

[Target setting and improving performance 28](#_Toc487572073)

[Appendix A School Induction Checklist 29](#_Toc487572074)

[Appendix B School ITE Handbook 30](#_Toc487572075)

Mentor Assessment Handbook

# Introduction

## Aims of the course

Working in partnership with an alliance of schools and colleges, the Alliance for Learning SCITT seeks to develop high-quality, school-led teacher training that impacts on all participants: trainee teachers, teaching colleagues and pupils.

The aims of the course are as follows

* Ensure **high-quality teacher training** in all alliance partner schools so that trainees are able to successfully make the transition to NQT.
* Contribute to the **training and development** of alliance colleagues through opportunities to mentor and work with trainees across single or multiple alliance schools.
* Focus on training teachers to teach those **subjects deemed as being in shortage**, both nationally and within the alliance
* Clearly **inspire high levels of professional and personal conduct** including our key values of hard-work, integrity and passion
* Instil an **evidence-informed** approach to teaching in all participants to ensure the existence of life-long learning within the alliance
* Contribute to **pupil progress** and school improvement thought intelligent and inspiration school and SCITT **collaboration**.

Through a focus on the Teachers’ Standards (DfE 2012), we aim to develop our teaching training in collaboration with participating schools.

School placements are held at our alliance schools and trainees will be placed as close to your home address as possible. Training days will take place at our alliance schools.

The School Centred Initial Teacher Training will use the DfE Teachers’ Standards 2012 and the National Curriculum 2014 for its framework during the taught course and the professional placements.

Our training programme enables trainees to learn from outstanding teachers to become outstanding teachers and leaders of the future.

## Aim of the assessment handbook

This guidance includes a range of materials to support ITT providers in securing accuracy in the assessment of trainees. It includes resources to support tracking the progress of trainees and the pupils they teach over time, grade descriptors and overviews of assessment processes and expectations for trainees.

## SCITT contact information

# Roles and responsibilities – summary

### SCITT tutors

* Work with all member of the partnership to ensure trainees make good or better progress
* Support school-based mentors in carrying out their role
* Support trainees by quality assuring their school experience
* Support the subject knowledge development of trainees

### School mentors

* Induct trainees into the day to day working of their school
* Support trainees to understand how to have a positive impact on pupils progress
* Meet SCITT deadlines for reporting and assessment
* Provide effective school-based training, mentoring and advice to ensure trainees make good or better progress

### Trainees

* Understand their responsibility for impacting positively on pupil progress
* Understand and follow the ethos of the school where they are training
* Take responsibility for their own development by using all aspects of training, school and SCITT based, to support their progress to becoming good and outstanding teachers

### The partnership

* Work together to continually improve the programme
* Ensure trainees are supported in developing their skills as teachers, having due regard for their workload and their well-being
* Recognise the developing nature of teacher training, being mindful of the stage of their training and how this is impacting on the challenges they might be facing

# Overview of expectations throughout the course

Trainees are expected to demonstrate their ability to meet (or exceed) the standards across the training year. The standards are seen as absolute and build on practice and training as the year passes. It is very unlikely, therefore, that trainees will be consistently graded as outstanding during the first term.

## A simplification of trainee grading across the year

### Outstanding

Outstanding trainees’ teaching results in good or better pupil progress over time. They should be able to demonstrate that their teaching is having a good or better impact on the learning of their pupils.

Mentors use language such as *excellent, consistently, creatively, systematically, thoroughly, detailed, well-established, well-targeted, high level, precise, reflective, sustains*…

### Good

Good trainees’ teaching results in pupils making expected progress over time.

Mentors use language such as *good, effectively, adapts, regularly, well-informed, carefully, establishes, targeted, good level, understands, uses a range of…*

### Requires improvement

Trainees whose teaching requires improvement usually results in pupil progress not always being as expected, especially across key groups.

Mentors use language such as *can manage to, can maintain, makes use of, demonstrates knowledge of, is able to, broadly, has an understanding of, appropriate…*

### Inadequate

Trainees whose performance against the teachers’ standards is deemed inadequate are failing to meet the minimum level of practice. Pupils will be making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

# Final grade descriptors

Outstanding (1)

***All*** *primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct.* ***Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.***

For a trainee’s final grading to be 1:

* pupil progress and learning over time must be good or better than expected;
* a minimum of five Standards graded 1 overall (utilising assessment against the grading matrix);
* all other Standards graded 2 (utilising assessment against the grading matrix);
* **no** grade 3 or 4 for any Standard.

Good (2)

***All*** *primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct.* ***Much of the quality of trainees’ teaching over time is good; some is outstanding.***

For a trainee’s final grading to be 2:\*

* pupil progress and learning over time must be at least as expected;
* at least **five** Standards graded 2 overall;
* any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the grading matrix);
* no grade 4 for any Standard.

\* Careful consideration must be given where half of the trainee’s teaching is grade 1 and half are grade 1; he/she is likely to be grade 2 overall.

Requires improvement (3)

***All*** *primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training.* ***The quality of trainees’ teaching over time requires improvement as it is not yet good.***

For a trainee’s final grading to be 3:

* pupil progress and learning over time is not always as expected;
* most Standards graded 3 overall;
* **no** grade 4 for any Standard.

**A trainee can be judged to have *exceeded the minimum* if he/she has evidenced features of good practice in some aspects of the Teachers’ Standards with no grade 4s.**

Inadequate (4)

*Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training.* ***The quality of trainees’ teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress.***

**Additional moderation and rigorous documentation are essential.**

**Reminder: the trainee must not be awarded QTS or progress to the NQT year.**

The final judgement should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of any grade 3 and grade 1 aspects for all trainees, but especially trainees graded as good.

.

# Grading against the teachers’ standards

Trainee progress is referenced against the North West Grading Matrix.

It is essential that all involved in the assessment process, including trainees, fully understand and can explain how the relevant partnership assessment guidance and criteria are applied to ensure accuracy and consistency. It is also critical that those assessing trainees use their professional judgement when making and agreeing decisions focusing on the quality of the trainees’ teaching overall.

All borderline cases must be reviewed, taking into account all relevant evidence and with additional moderation as required.

## Expected outcomes

All trainees will be formally assessed against the teachers’ standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

The NW grading matrix will be used to support the grading of all trainees throughout the course.

### Summative report 1

* it is *anticipated* that all trainees will *meet the minimum level of practice expected*;
* for any trainees struggling to *meet the minimum level* at this stage,consideration should be given as to whether the provider’s cause for concern procedure should be instigated or whether there is mentor/tutor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
* a significant number of trainees will ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil progress over time is not always as expected. This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
* for some trainees, much of their *teaching over time* *is good; some is outstanding*;the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
* for a small number of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

### Summative report 2 or primary mid-term review FPP1b

* it is *expected* that all trainees will *meet the minimum level of practice expected*;
* if any trainees are still struggling to *meet the minimum level*,they should be placed on cause for concern if this has not already been actioned;
* a small number of trainees may ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching *is not yet good* and the impact on pupil progress over time is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
* for the majority of trainees, much of their *teaching over time* *is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
* for the remainder of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

### Summative report 3 (end of programme)

* all trainees will *meet the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS);
* none of the trainees should ‘Require improvement’. In the **exception**, intensive and targeted advice and support will be provided to move any grade 3 trainee’s teaching to good during the final weeks of the course to support high quality teaching;
* for some trainees, much of their *teaching over time* *is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school;
* for the majority of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be forwarded to the employing school or setting. The provider will offer ongoing support as appropriate to the context in which the partnership operates.

# Assessment procedures: overview

### How trainees are assessed

|  |
| --- |
| Weekly |
| * Weekly observation(s) and regular reviews of pupils' learning, with evidence from the trainee, are used to review and assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil progress and learning. The full range of evidence will be considered, including observing pupils, pupils' work books and the trainee's marking, the trainee's files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee must provide evidence of his/her progress and of pupil progress and learning over time. The impact of training on the trainee's teaching will be identified. |
| * Grade descriptors for the Teachers' Standards and the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week. These are used by the trainee and mentor to set and review short term targets for development on a weekly basis. Longer term targets are reviewed and related actions agreed. * Feedback should take place as soon after an observation as possible. A **weekly proforma** is completed. * Any cause for concern issues are raised with the subject leader or SCITT manager. |

|  |
| --- |
| Half-termly – mid-term review |
| * Half-termly/mid-point in the placement, or equivalent, replacing the weekly meeting. Joint observation of and meeting with the trainee by the mentor and SCITT tutor. * Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. The trainee and mentor assess and completes a mid-point review based on trainee evidence of his/her progress against the Teachers' Standards and of pupil progress and learning over time. * Review of Part Two of the Standards |

|  |
| --- |
| Termly – summative reports |
| * At the end of each placement, a report is written by the mentor, in agreement with the SCITT tutor and trainee. The trainee's progress using the grade descriptors for the Teachers' Standards is agreed, as is the trainee's achievement against each of the Standards and overall, and including assignments. Key aspects of the trainee's achievement are identified: the impact of this on pupil progress and learning over time; the impact of training on this. Longer term targets are agreed. * Review of Part Two of the Standards. |

# Assessment procedures in more detail

## Weekly

### Lesson observations

Lesson observations allow for immediate evidence in the trainee’s development against the teachers’ standards. Lesson observations should not be considered as standalone activities but seen within the wider context of learning over time. Mentors should make use of pupil data and pupil work, as well as trainee assessment. During lesson observations mentors should make brief notes of evidence in the given sections. Clear evidence of meeting standards can be highlighted using the checkboxes on the form. A comment should relate to this.

Please note that the progress section requires a compulsory evaluation of learning/outcomes. Written observation comments should consider impact, eg “*behaviour management was excellent throughout which resulted in all pupil being able to access the set work and ask for help if needed*.”

#### Feedback

Feedback to trainees should be given using the lesson observation form as a prompt and mentors should frame the lesson and teaching over time around progress. Other aspects of the lesson that need development or praise (eg behaviour management) should be considered alongside the impact on pupil learning/progress. A suggested framework is given below for a sequence of lessons.

1. Have all groups made expected (or better) progress in these lessons?
2. What made the difference: differentiation & assessment, behaviour for learning & classroom management, subject knowledge & planning?
3. What is the evidence for this (from mentor? from trainee?)
4. From this discussion – what are the key strengths in relation to the teachers’ standards
5. How has the trainee demonstrated progress against previous targets – met success criteria?
6. What are the key areas for development for the week in relation to the teachers’ standards?
7. How would the mentor describe the typical performance of the trainee at this point (outstanding, good, RI) based on typical pupil progress

Targets that follow the lesson observations must be set around the descriptors of the teachers’ standards and success criteria agreed that will demonstrate meeting those targets. Mentors should observe a range of year groups (secondary) or topics (primary)

### Mentor meetings

The mentor meeting is an opportunity to review progress across the week. Trainees should provide evidence of pupil progress and learning over time through lesson observations and pupil work as well as evidence of meeting the standards.

The mentor meeting should enable trainees to discuss their wellbeing as well as highlight those areas that have been covered in meetings and observations during the week. All strengths and targets should reference the teachers’ standards and targets should include success criteria. For example,

|  |  |  |
| --- | --- | --- |
| Target with timeline | Standard | Action and success criteria |
| Make effective use of formative assessment to secure pupil progress for all pupils by next week | 6b | Review assessment for learning training  Observations will evidence pupil progress through the use of formative assessment and will be recorded by trainee and observer |

These targets should be reviewed in the next mentor meeting.

## Half-termly

### Mid-term review

The mid-term review meeting should replace a weekly mentor meeting. At this meeting mentor and trainee should discuss evidence of pupil progress across the half-term and assess trainee progress against each standard using the grading matrix. Long term targets should be set and reviewed at these meetings. This meeting should also include a brief review of part two of the standards.

The strengths and targets set in this mid-term review must reflect the content of the grading matrix and mentors and trainees should review the grading matrix prior to setting long term targets

## Termly

### Mentor file checks

Near the end of each term mentors should review a trainee’s files to ensure they are fit for purpose and follow the SCITT filing system (see School placement files on page 12) and that the trainee is collating evidence of meeting all of the teachers’ standards.

### Summative reports

At the end of each placement a summative report is written by mentors and moderated by the SCITT tutor. To complete the summative report the trainee should first review and reflect on their own progress against each standard and complete the section in the report. This should then be passed to the mentor who may wish to request additional evidence for the trainee’s reflections. The trainee’s progress is described by the mentor against the teachers’ standard and using the descriptors. This report must reflect training and development over time with a focus on pupil progress. Strengths and longer term targets are again set and this document is then passed to the next placement school. At the end of the programme this document forms the basis of the trainee’s career entry profile.

At the end of the first placement mentors are not expected to give numerical grades against the standards.

At the end of subsequent placements mentors are expected to give summative (best fit) grades against each standard based on the grading matrix.

There should also be a brief review of part two of the standards.

**Please note: the mentor is expected to send the report on to the SCITT manager. It should not be sent by the trainee**.

### Summative reports – sample comments (example: standard 4)

##### A comment for a standard graded as outstanding

*“X is now able to plan lessons confidently and independently. Gaining more experience throughout the year has enabled her to plan lessons which have built on pupil’s prior knowledge. She has grasped a clear understanding of where lessons fit into the syllabus and where she will move the pupils next in their learning journey. She demonstrates enthusiasm in the subject and this is always evident in her delivery. She has planned lessons to include a variety of activities that have made learning interesting and have allowed pupils to explore their curiosity in the subject. Throughout this placement she has taken more risks by producing innovative activities that have allowed pupils to have some freedom over the tasks they complete and by trying out a range of differentiation strategies to maintain challenge. She has thoroughly evaluated the impact of these on learning outcomes and has been able to modify her approaches for future lessons.”*

This strong comment explains the clear progress the trainee has made and the level of independence that has been achieved. In this comment the position of the trainee’s lesson within a series of lessons is evident and the comment carefully uses themes from the grading matrix to support the overall judgement. It discusses risk, innovation and evaluation.

##### A comment for a standard graded as good

*“X has worked hard to ensure that he is effectively planning lessons. He is now using the lesson time well to ensure that progress is made. He is good at self-evaluating his lessons so that he will amend the same lesson for a different class. X has acted on feedback well and as a result his lessons are now engaging and meet the required learning objective. X now needs to make the most out of homework opportunities. He needs to ensure that he is setting tightly focused homework more regularly.”*

This comment demonstrates that the trainee is now performing as an effective level, which should be considered as beyond the minimum and described as good. The mentor uses the word ‘good’ within the comment and progress is clear. The target set links to outstanding practice

##### A comment for a standard graded as requires improvement

*“In the past two weeks X has made significant progress in her understanding of medium-term planning and the need to plan backwards keeping in mind assessment points. This has allowed her to move further away from standalone lessons and into lessons that link together but this needs to be tightened to make more effective use of lesson time. Further practice is needed for consistency in this standard: X should keep transitions sharp and lessons pacey in order to engage all students*.”

This comment still discusses the recent progress that has been made by the trainee but this trainee does require improvement to be more consistency and more effective and this is clear from the comment.

# The journey: observation to reporting

The diagram below sets out the process of assessing and **supporting** trainees’ progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, and the impact of trainees’ teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and summative reports. Trainees, mentors and SCITT tutors all have significant roles.

# School placement files

The school placement files are designed to help the trainee structure their professional placement experience. All files must be available to mentors and the SCITT tutors at all times when the trainee is in school.

## Evidence checks

Mentors and the SCITT tutors regularly monitor the trainee’s school placement files and complete an evidence check form to record the quality of trainee files. Mentors should add brief comments for trainees to allow them to further improve their QTS file. This comment may be around things such as organisation and development (low level) or sourcing high quality evidence of progress of groups (high-level). The SCITT team will check, early in the placement, that file requirements are being met and will carry out further checks as necessary assisted by the mentor.

Each trainee will be given a PDR file with a list of teaching standards to collate evidence.

The trainee needs to organise **two school placement files** for use in all placements.

The two files are:

**Placement file 1**: The school experience working file

**Placement file 2**: QTS evidence file

These files need to be ready with appropriate section dividers before the start of task and observation week of each placement. Trainees will also need to prepare a file for the storage of the resources that they produce over the course of each placement.

## The school experience working file

The files should contain the following

**Title page** to include:

* Name of trainee
* Name and address of school / school telephone number/e-mail
* Name of professional mentor
* Name of subject mentor
* Name of Head teacher
* Year group(s)/sets being taught / class name

**Section 1** Placement Forms

* School context form
* Attendance log
* Lead mentor evidence check form

**Section 2** Class details and organisation

This should include

* Details of all classes (Identify inclusion groups and individual pupils with PP, EAL, SEN, ethnicity, G&T etc)
* Your timetable
* Seating plans
* Key school policies (or summaries), especially assessment and marking policies
* Outline information about behaviour and discipline strategies to be employed
* Information about pupils necessary for teaching (trainees must ensure this is stored in a way that maintains confidentiality, this information could go in the teaching and assessment file)
* Details of teaching support staff (if any) including their roles and their timetable
* Any other information that the trainee and/or the tutors need to know

**Section 3** Teaching resources

* Medium term plans or schemes of work
* Forthcoming lesson plans
* Teaching resources

Trainees must file all observation, meetings and feedback forms in chronological order during the placement. After the placement has finished these observation forms should be transferred to the PDR.

## QTS evidence file

The QTS evidence file is a separate file that should be seen as the file that collates school experience and evidence and will be used as the basis for the selection of final QTS evidence. The file needs to be organised in **chronological** order and filed by placement week number.

The file should contain

**Section 1** Subject knowledge

* A copy of the most up to date subject knowledge audit
* Evidence of any subject knowledge development conducted across the placement, including any in-school training

**Section 2** Lesson documentation

* All lesson plans stored chronologically with completed reflections
* All formal lesson observations stored chronologically
* Any informal lesson observations

**Section 3** Mentor documentation

* All mentor meeting forms stored chronologically
* The most up to date mid-term review grading matrix
* The most recent summative report

**Section 4** Pupil progress documentation

* Completed pupil progress target
* Copies of pupil work (photocopies/photographs etc)
* Copies of evidence of marking and assessment, including pupil targets
* Copies of any mark book

**Section 5** Additional key stage experience

* Completed Key Stage 2/3/5/EYFS experience documentation

# Evaluation of qualified teacher status

## The teachers’ standards (2012)

* The Teachers’ Standards 2012 are the DFE designated standards for trainee teachers, newly qualified teachers (NQT) and main scale teachers in state schools.
* Evidence of meeting each one of these standards is necessary in order for a trainee to be awarded qualified teacher status (QTS) at the end of the course.
  + As the same standards apply to teachers at various stages of their professional development, it is important to interpret them through a perspective that is appropriate to the stage of development
  + **It would not be reasonable to expect a trainee to meet Teachers’ Standards 2012 in an identical manner to that of teacher with a few years of autonomous experience with his/her own class.**
* Trainees should record the evidence of meeting individual standards during placements in the Professional Development Record (PDR).

Evaluation of qualified teacher status is done through the analysis of your reflective journey, which should ultimately lead to your summative reports.

## The reflective journey

The key to gaining QTS is to use these key areas to reflect on your progress and highlight the impact you make to your pupils. These reflections will feed into your PDR and your summative report.

### The process of reflection

The flow chart explains the process of evidence collection which leads to your summative report.

This process is explained in more detail in the following section.

## The professional development record (PDR)

### Completing the professional development record

Trainees should use the PDR as a record of meeting the teachers’ standards. Evidence should come from a scrutiny of the QTS evidence file

* Lesson observations
* Mentor meetings
* Pupils’ work
* Assessment and progress data

There are two section to the PDR

### Section 1 – QTS evidence document: sub-standards

In this section trainees are expected to complete the PDR by noting summary evidence of meeting sub-standards. This evidence should be compiled on a **weekly** or **fortnightly** basis with comments such as can be seen in the following examples. Direct quotes from mentor observations and meetings should be written in quotation marks.

* Observation 12 Feb “planning focused on prior knowledge”
* Pupil book extract – evidence of differentiated success criteria, challenging and scaffolding

Trainees should refer to this evidence during mentor meetings and when mentors are completing the mid-term review.

### Section 2 - QTS Reflective review: sub-standards

Near the end of each term, trainees should review and summarise their evidence in a reflective summary of each sub-standard. Trainees shouldsummarise their progress against each sub-standard by building on the weekly snapshots of evidence and focusing on pupil impact, as can be seen in the following example:

“*My lesson planning has enabled pupils to make progress through the use of questioning techniques and differentiated activities from SCITT training. Good use of lesson time enables all pupils to be stretched whatever their ability*.” (Sub-standard 2d)

By the end of the course, trainees are expected to submit their PDR **with 3 reflective reviews for each sub-standard.**

The summative report

At the end of each placement, trainees are then expected to further summarise this information in preparation for the mentor’s final written summative report. Each trainee will complete their review section on the summative report before the mentor completes his or her section.

The example that follows focuses upon standard 2 and summarises the reflective reviews in the PDR.

“*All of my lessons now promote excellent progress and outcomes for pupils. My planning consistently takes into account pupils’ prior knowledge which I link to both my medium-term planning and an individual lesson’s success criteria. Using reflective activities has enabled pupils to regularly demonstrate their progress. I have met my pupil progress target by making very good use of differentiated activities and focused formative assessment and this is demonstrated in summative assessment data*.”

SCITT tutors will moderate and review all reports for additional evidence of meeting the standards. Final summative reports will include a mentor grade against the standards as based on the grading matrix.

The final, moderated course grade is awarded by SCITT tutors following the internal exam board and the external examiner moderation meeting

## North West Grading Matrix

**Guidance notes: Reaching a judgement about a trainee’s attainment**

* The standards provide a benchmark of the minimum requirements for recommendation for QTS that should be expected of trainee teachers.
* The Standard descriptors should be used formatively by those assessing trainees to help track progress against the Standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already meeting the Standard requirements at a ‘high level for QTS’. The Standard descriptors describe the standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS.
* The Standard descriptors are to be used to assess the outcome grade for the trainee at relevant stages using a ‘best fit’ approach. However, all descriptors must be graded 3 (meeting the Standards at a minimum level for QTS) or higher by the conclusion of the training programme for the recommendation of the award of QTS and evidence against the descriptors commensurate with the grade must be provided at each assessed stage.
* Trainees who **Require Improvement (3)**meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training, but their teaching over time is not yet good.
* Trainees who meet the Standards at a **Good (2)** level demonstrate excellent practice in some of the standards for teaching. Much of their teaching over time is good; some is outstanding.
* Trainees who meet the Standards at an **Outstanding (1)** level demonstrate excellent practice in the majority of the standards. Much of their teaching over time is outstanding and never less than consistently good.
* Using the descriptors throughout the programme inevitably means that some trainees are likely to attain lower grades in the early stages. **It is very important that trainees and mentors are clear that this is normal at the earlier stages of training.** However, this approach does provide an opportunity to map the trainee’s progress, highlight priorities for professional development, support target setting and offer the trainee a clear opportunity to reach their potential.
* The ‘how well does the trainee’ questions below the descriptors should be used formatively as the basis of discussions related to trainee progress.

#### Guidance for Part two: Personal and Professional Conduct

* A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher’s career.
* Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis. ***Please note that additional evidence does not need to be collated for this standard.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S1** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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. | Is able to maintain a safe and stimulating environment that will engage and sustain pupils’ interest and learning.  Sufficient mutual respect established to allow for a range of approaches to learning and classroom organization  Demonstrates understanding of strategies to maintain a purposeful and safe learning environment. | Able to adopt and adapt a range of effective 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 effective 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. | Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. |
| 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. | Is able to demonstrate the positive attitudes, values and behaviour expected of 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S2** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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. | Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils.  Shows awareness of school policy and practice. | 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 use of evidence gathered on pupils’ capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make 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. | Has an understanding of the progress and emerging needs of pupils.  Can guide pupils to reflect on the progress they have made and their emerging needs. | Has developed a sound 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. | Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  Can use targeted interventions to facilitate learning. | Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  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 for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  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. | Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study. | 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S3** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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.  Can maintain pupils’ interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings. | Good level of subject and curriculum knowledge.  Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings. | Highly confident and proficient in subject and curriculum knowledge.  Is able to foster and 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 areas.  Unable to promote the value of scholarship. | Can demonstrate awareness of developments and changes in subject and curriculum areas.  Promotes scholarship amongst pupils within subject and curriculum areas. | Demonstrates good awareness of developments and changes in subject and curriculum areas.  Promotes scholarship and further study to all pupils within subject and curriculum areas. | Demonstrates a high level of awareness of developments in both subject and curriculum areas.  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. | Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English. | 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. | Can demonstrate 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 over time. |
| 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. | Can demonstrate an understanding of early mathematics and appropriate teaching strategies.  Applies this knowledge to devise appropriate learning opportunities to support pupils’ developing mathematical skills with some success. | Demonstrates a good understanding of strategies for the teaching of early mathematics.  Increasingly applies this knowledge well 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 over time. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S4** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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. | Can maintain the pace of the learning and the ability to respond flexibly to events.  Can adapt teaching in order to respond to the needs of pupils. | Knowledge is imparted through good lessons where pace is maintained and shows effective use of time. | Knowledge is imparted through excellent lessons where pace is maintained and shows effective use of time promoting high levels of commitment to learning. |
| 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 | Can employ 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 appropriate 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 to provide opportunities for consolidation of learning. Some thought is given to 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 homework 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.  Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately 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 over time to inform future planning, teaching and learning.  Acts swiftly upon advice and guidance to develop professional practice with noticeable impact upon learning. |
| 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. | Can work 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S5** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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 evidence of having considered individual learning and differentiation strategies that address them. | Lessons show good 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 excellent 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 an understanding of how a narrow range of factors can inhibit pupils’ ability to learn, and can adapt teaching to help overcome these.  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 a good 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. | Can show awareness of how physical, social and intellectual development can influence pupils’ educational outcomes. | Demonstrates a good 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. | Can demonstrate a clear understanding of the diverse needs of pupils.  Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. | Demonstrates a good 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 including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. | 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 including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S6** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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. | Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils.  Demonstrates knowledge and understanding 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. | Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Makes effective frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Makes excellent frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. |
| 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. | Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching.  Records of pupil progress and attainment are maintained.  Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons. | Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time.  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. | Effectively and systematically uses a range of relevant data to monitor pupil progress, set targets, evaluate the quality of their teaching with a notable impact on learning over time.  Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.  Assessment of pupils’ progress is systematic and accurate. Following effective feedback, learners have a clear understanding of their achievements and what they need to do to improve. |
| 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. | Can give pupils regular oral feedback, or accurate 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S7** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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 applied in accordance with the school’s behaviour policy.  Can take 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.  Shows no awareness of how to tackle derogatory language. | Expectations of behaviour are evident.  Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.  Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. | Maintains high expectations of pupils’ behaviour  Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards  Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. | Sustains high expectations of behaviour which are integral to learning.  Establishes and maintains a veryeffective framework for behaviour management, consistently and fairly, using a wide range of strategies.  Has excellent knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. |
| 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. | Can manage, involve and motivate 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.  Understands how to challenge and motivate pupils where attainment is low. | Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils’ needs.  Understands the causes of low achievement and how to challenge and motivate pupils where attainment is low. |
| 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. | Can maintain relationships with pupils which create a supportive learning environment.  Is able to exercise appropriate authority and act decisively when necessary. | Makes timely and effective interventions to maintain good behaviour.  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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S8** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (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.  Has an 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. | Understands 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. | Consults proactively with different colleagues drawing upon their expertise to support pupil progress effectively to impact upon pupil progress |
| c) Deploy support staff effectively | Unable to deploy support staff effectively. | Can deploy support staff to facilitate pupil learning.  Evidence of effective 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. | Engages with own professional development  Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements. | Takes responsibility for 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. | Can communicate 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. |

|  |
| --- |
| **PART TWO: Personal and Professional conduct:** |

|  |  |
| --- | --- |
| Standard Prompts | Areas specific to this section will be exemplified by trainee teachers when they are: |
| * **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** * Teachers must maintain high standards of punctuality. * **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | * maintaining of professional confidentiality * punctual and prepared for lessons * following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes * registering classes and coding absences * helping children and young people to become confident and successful learners * addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them * aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils * discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) * meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability * sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. * clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations * taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues * dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance * demonstrating an understanding of the child protection procedures in the school * clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection * knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups * aware of cyber bullying, e-safety and appropriate use of personal data and social media * aware of fire procedures, health and safety measures, first aiders etc * aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation * aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this * putting the wellbeing, development and progress of children and young people first * demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers * demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession * adheres to appropriate professional dress requirements for the context in which they are working |

## Target setting and improving performance

The grading matrix standard descriptors allow for both formative and summative assessment of trainees. To support trainee improvement trainees and mentors should use the additional target setting document.

The target setting document is designed to help trainees move through the matrix by giving suggested targets. The targets under each grade heading are designed to support movement to the next grade in that particular area. Targets in grade 1 are designed to consolidate and further develop high quality practice.

Trainees should use these targets in discussion with mentors or through their own reflection and evaluations to consider how best to achieve them.

These targets are not exhaustive and mentors should be consulted on the appropriateness of any targets.

1. School Induction Checklist

|  |  |
| --- | --- |
| ☐ | Make contact with trainees prior to placement to coordinate expectations: time to attend, dress code, identification etc |
| ☐ | Introduction to the school: context, roll, context, ethos, expectations, structure |
| ☐ | Tour of the school including key areas: staff facilities, reprographics, contacts |
| ☐ | Introduce to subject mentors |
| ☐ | Induct into school network/ICT systems |
| ☐ | Organise tutor/form group observations |
| ☐ | Organise opportunities to shadow/track pupils for a day (or more) |
| ☐ | Plan a timetable of teaching and teaching related activities |
| **Ensure trainees are made aware of the following key points** | |
| ☐ | Timings of the school day |
| ☐ | School calendar for the duration of the placement |
| ☐ | Safeguarding procedures |
| ☐ | Health and safety procedures |
| ☐ | Homework procedures |
| ☐ | Rewards and sanctions policies |
| ☐ | School behaviour code/systems |
| ☐ | School marking and assessment policies |
| ☐ | Role of form tutors/pastoral teams |
| ☐ | SEN, EAL, PP, equal opportunities policies and systems |
| ☐ | Quality assure trainees’ timetables eg periods, breadth, timetabled meetings |
| ☐ | Organise professional studies meetings |
| ☐ | Introduction to key support staff |

1. School ITE Handbook

The following are suggested contents of an ITE induction handbook. This list is not in any way exhaustive and the SCITT team are glad to receive suggestions and share examples of good practice. We advise Mentors make use of existing school documentation to create their handbook.

* School context
  + Map of school
  + Aims of the school
  + Ethos of the school
  + History of the school
  + Roll and makeup of the school
* Initial Teacher Education at the School
  + Contacts of key personnel
  + Expectations of trainees
  + Timings of the day
  + Calendar of the term
  + List of professional studies topics
* School Lists
  + Staff lists
  + Contact details
  + School organisational charts
  + Support staff details
* Behaviour Management
  + Expectations of pupils
  + School behaviour flowchart/systems
  + Expectations of staff (eg de-escalation procedures)
  + Rewards and sanctions policies
  + School uniform policies
* Pastoral systems
  + Tutor groups information including year leaders
  + Arrangements for PSHE and citizenship
  + Support for SEN/EAL pupils and G&T pupils
  + Child protection policies
* In-school training and development
  + Professional studies training
  + School INSET training information
  + Opportunities/key staff for extra-curricular involvement
* Policies
  + Indications of other key school policies