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| Secondary trainee handbook  For secondary SCITT trainees | 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 |

Secondary trainee handbook

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Secondary trainee 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 education** 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.

## SCITT contact information

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SCITT Director** | **Kal Hodgson** | | **Altrincham Grammar School for Girls**  **Cavendish Road Bowdon, Altrincham Cheshire WA14 2NL** | | **0161** **912 5912** | [khodgson@aggs.bfet.uk](mailto:khodgson@aggs.bfet.uk) | |
| **SCITT Manager** | **Hilary Langmead-Jones** | | [**HLangmead-jone@aggs.bfet.uk**](mailto:HLangmead-jone@aggs.bfet.uk) | |
| **SCITT QA team and tutors** | | | | | | | |
| **English** | | **Maths** | | **Science** | | | **Humanities** |
|  | |  | |  | | |  |

# Course calendar



# Subject Knowledge Audit

Your subject knowledge audit is the first step in developing your pedagogical knowledge as a teacher. You should update your subject knowledge audit at least termly, but you are able to update it at any point during the course by following the links below.

Subject knowledge audits are given to everyone who has been offered a place on our initial teacher training programme at the Alliance for Learning SCITT. The aim of the audit is to give you and your mentors an understanding of your up-to-date knowledge of the content and pedagogy of your subject.

We expect you to audit your knowledge against the KS3 and KS4 programmes of study. The audit is your opportunity to think about the content of what you will teach and the necessary skills you need to teach this content successfully.

Trainee teachers come from a range of backgrounds and we do not expect every trainee teacher to be at the same position, either at the start or during the course.

Strong teaching includes secure subject knowledge (Standard 3a), a critical understanding of the curriculum (Standard 3b), an ability to deal with misconceptions to plan teaching to build on pupil’s prior knowledge (Standard 2a) and the ability to promote a love of learning (Standard 4b).

You should look for opportunities to develop your subject knowledge and your teaching of key subject topics.

## Links to subject knowledge audits

Please ensure you follow the correct link to your subject area. The Science audit will allow you to focus on your subject specialism.

* English - <https://goo.gl/forms/145iZg64vpp8RQj33>
* Geography - <https://goo.gl/forms/S2mOSVVK7H9P97nC3>
* History - <https://goo.gl/forms/VsDLyZTLjnAgYUJO2>
* Maths - <https://goo.gl/forms/YCKIPAN7cKh9MRVG3>
* Science - <https://goo.gl/forms/QEEv4odixCu0xrVn1>

# School Placements

## Introduction

The School Centred Initial Teacher Training course trains teachers for teaching across Key Stages 3 and 4 leading to QTS 11-16. The following table indicates the nature and duration of the school placements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Abbreviation** | **Placement title** | **Dates** | **Brief description of placement** |
| **Placement A** | Main placement (A) | 1st September 2017 – 30th November 2017 | **A supported teaching placement**  Trainees work closely with their subject mentor teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and the frequency of their teaching experience.  In this placement trainees will complete a reflective enquiry for the PGCE element as well as key SCITT tasks. |
| **KS2** | Key Stage 2 placement | 4th December – 7th December 2017 | **A developmental placement**  Trainees spend a week in a KS2 environment, observing a range of curriculum subjects and discussing aspects of KS2-KS3 transition including planning, teaching & assessment. |
| **KS5** | Key Stage 5 placement | 11th December 2017 – 14th December 2017 | **A developmental placement**  Trainees spend a week in a KS5 environment, observing the teaching of their subject and discussing aspects of KS4-KS5 transition, including planning, teaching & assessment. |
| **Placement B** | Contrast placement (B) | 18th December 2017 – 29th March 2018 (depending on school holidays) | **The contrasting school placement**  In this placement trainees will be given the opportunity to teach in a school that contrasts with their main placement school in some form. They will again build up their teaching timetable and teach a range of year groups gaining greater independence as the placement develops, including support of key examination groups. In this placement trainees will complete a teaching, learning and assessment assignment for the PGCE element as well as key SCITT tasks. |
| **Placement C** | Main placement (C) | 16th April 2018 – 12th July 2018 | **The main placement return**  During the final placement trainees will build to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the PGCE enquiry task and the final SCITT tasks. |
| **Enrichment** | Enrichment phase | 2nd July 2017 – 6th July 2018 | **The enrichment phase**  Near the end of the final placement trainees are given the opportunity to develop a specific area of their practice or to visit their employer school. For a small number of trainees this phase may be used to secure evidence across all standards. |

### Observation of classes

The school will give you the opportunity to observe a range of classes and age groups. Observation is a skill that need to be learnt. It is vital that observations are reflected upon and analysed using the form given.

### Professionalism

#### Attendance

Attendance and punctuality are important indicators of professional value and practice. The DfE requires completion of at least 120 days in school during the SCITT course in order to gain QTS (qualified teacher status). All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence from school only in exceptional circumstances.

* Attendance may include some time out of school for interviews. We would ask trainees to be mindful of reducing the time and the disruption caused to their classes as much as possible
* Observation visits to schools prior to job applications or interview will not be counted as authorised absence and should be conducted after the end of a school day
* For unexpected absence a trainee must inform the SCITT manager by 8.30am on each day of absence, and the school professional mentor by the time specified in school attendance policies or 8.30am, whichever is the earlier.

#### Appropriate dress and behaviour

Trainees need to present themselves in an appropriate and professional manner when on school placement. It is expected that they will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement school. Trainees should familiarise themselves with the school dress code for their placement school.

#### e-safety and social media

As a professional in training, trainees need to be mindful of their ‘footprint’ on social media sites. This is necessary both to model professionalism to the schools supporting their placement training and to protect themselves from any personal repercussions which may hinder their future in the teaching profession. Trainees should familiarise themselves with the school e-safety code for their placement school.

### Professional mentors

Each partner school will have a professional mentor, a senior teacher with experience of supporting ITE students. The professional mentor should manage the school’s ITE programme and ensure the school fulfils its partnership responsibilities.

#### Specific responsibilities include

* To provide trainees with information about the school.
* To ensure that the trainees have an appropriate space in which to work when not teaching.
* To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources.
* To facilitate trainees’ access to information and learning experiences to enable them to meet the Teachers Standards.
* To ensure that the trainees have a structured programme of training on whole school issues during their placement.
* To understand how the school works formally and informally.
* To have an awareness of the ethos of the school and department.
* To gain appropriate knowledge and skills.
* To develop themselves in the context of their role.
* To develop appropriate values and professional standards.
* To assist trainees to achieve the Teachers Standards.
* To observe each trainee once during each teaching practice.
* To sample trainees’ teaching files and other documentation.
* To quality assure subject specific training through joint observations with the subject mentor.
* To designate a subject mentor to support the training.
* To co-ordinating the reviews of the trainees’ progress and writing reports.
* To receive the written outcomes and monitor the quality of the weekly meetings between mentor and trainee and discuss these with the subject leads during visits.
* To implement a formal school action plan for any trainee in danger of failing to achieve the teaching standards.
* To alert the SCITT to the need for a formal professional progress review if required.
* To ratify the final assessment of the trainees.
* To meet with the subject mentors on a regular basis.
* To conduct at least one joint observation with each subject mentor per year.
* To co-ordinate the work of the subject mentor in school and ensure that they have access to appropriate training and development.
* To evaluate the school’s ITE provision at least once per year.
* To liaise with the subject leads including attendance at meetings.
* To be involved, where possible, in the selection and final assessment of trainees.

Your professional mentor will put together a programme of professional support and training and facilitate opportunities to complete placement tasks.

### Subject mentors

Your mentor is your first ‘port of call’. They are someone who has gained accreditation through the SCITT. They will design your timetable and support you in your teaching. They will help you plan your lessons and facilitate any additional learning you need to do. Although they will not observe all of your lessons, they will perform the bulk of observations and will lead your weekly mentor meetings.

#### Specific responsibilities include:

* To arrange the trainees’ teaching timetable in accordance with the programme schedule.
* To monitor trainee attendance during the placement.
* To advise the trainee on all aspects of lesson planning; observe and give written and oral feedback on the trainees’ teaching; set appropriate development targets which relate to their personal development towards meeting the teaching standards.
* To ensure the trainees have access to all data that is relevant to the classes in their timetable.
* To support the trainees in developing their subject knowledge.
* To know the teaching standards and apply them to the trainees’ every day practice.
* To provide the trainee with departmental policies, demonstrate how they relate to whole school policies and monitor their implementation.
* To train the trainee on how to use assessment data to inform planning for teaching and learning.
* To train the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area.
* To observe the trainee at least once per week and reviewing observations with the professional tutor as directed.
* To identify subject knowledge priorities for the trainee and alert the trainee to any CPD opportunities that will meet gaps, providing and directing the trainee to appropriate resources that will support the trainees’ pedagogical understanding.
* To participate in the programme of observations to support trainee placements in other partner schools.
* To act as a mentor to individual trainees as they work towards the achievement of the Teachers Standards.
* To complete all paperwork required by the SCITT programme.
* To conduct a weekly timetabled review of the trainees’ progress and complete paperwork as required.
* To assist in the identification of the trainees’ personal development targets
* To ensure that trainees are observed teaching and given feedback on a weekly basis.
* To observe with the professional mentor or SCITT team at least once in each placement.
* To alert the professional mentor to their own professional development needs.
* To work closely with the professional mentor, programme manager and visiting tutor to ensure consistency in the advice given to the trainee.
* To liaise with the professional mentor.
* To be involved, where possible, in the selection of trainees.
* To attend training provided by the Partnership, where required.

**Relationships**: The mentor should seek to establish a friendly, supportive and professional relationship with the trainee. Trainees will need to know about classroom organisation, procedures and routines including:

* systems of grouping within the class and school
* SEND including any intervention and personalised learning plans and pupils eligible for pupil premium
* approaches to behaviour management and discipline
* the roles of other adults in the classroom
* any setting arrangements
* use of ICT facilities
* homework
* safeguarding
* safety (first aid, evacuation)
* e-safety
* Child protection procedures

### The role of the SCITT tutor

The SCITT tutor will oversee the training and placements for all trainees.

* liaise with the school ITE co-ordinator tutor regarding the specific placements of trainees for each professional placement.
* give prior notice of visits to school, usually arranging the subsequent visit before leaving the school after each visit.
* provide the trainee and the school with a copy of a written report (using observation pro forma) following an observation of the trainee's lesson and discussion with the accredited tutor and trainee.
* act as a validator of the training process going on in school and ensure that the trainee is informed as to his/her progress against the Teachers’ Standards 2012 and his/her targets for development.
* inform the trainee of any serious shortcomings that might threaten the trainee's successful completion of the school experience.
* discuss with the mentor and the trainee the content of the summary report which will reflect the trainee’s overall performance on the professional placement. (The report will be written by the mentor with support from the school co-ordinator).
* provide group and individual tutorials as indicated in the Professional Studies timetable in the main course handbook.
* monitor Professional Development Review (PDR) audits against Teachers’ Standards 2012 and give appropriate feedback.
* seek the school’s evaluation of the preparedness of the trainee for the professional placement and the quality of support provided by the university.

#### During placement, the SCITT tutor will:

* visit each trainee an agreed number of times during placements to observe lessons.
* give oral and written feedback following each lesson observation.
* set appropriate targets for development and for successful achievement of QTS.
* read and annotate the trainee’s file at regular intervals
* on one of the agreed visits, conduct a joint observation with the subject mentor. Where possible the ensuing discussion will normally be a three‑way 'triangular' discussion to feedback and agree targets for development.

### The role of the trainee

#### Wider-school aspects of school-based placements.

#### Trainees are expected to:

* be punctual, arriving at school no later than 8.30 am and not leaving before 4.00pm except in rare circumstances as negotiated with the mentor.
* set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
* carry out, in a professional manner, tasks as required by the head teacher, co-ordinator and mentor.
* understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly.
* involve themselves in the general and corporate life of the school attending staff meetings and school events when invited. Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty two or three times during each professional placement. The trainee’s involvement in extra‑curricular activities is voluntary but such activity can be valuable and contribute to the standards of professional values and practice.
* establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils.
* maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers.
* make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately.
* return any resources or materials belonging to the school at the end of their placement.
* be aware of the wider context of education and that learning takes place both in and out of school.
* submit any grading, attendance or observation data to the SCITT lead.

#### Specific professional aspects of classroom placement.

#### Trainees are expected to:

* plan and prepare allocated lessons in advance, and in close liaison with the mentor.
* mark work promptly in accordance with school policy.
* record an assessment of pupil progress resulting from the lesson as soon as possible afterwards.
* evaluate (in writing and for each lesson taught) the effectiveness of teaching and learning strategies as soon as possible after the lesson.
* establish and maintain school experience, assessment and resource files. Have them available in school at all times.
* listen to constructive advice and act upon it to the best of their ability.
* take responsibility for their own professional development.
* seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.
* build the subject knowledge required to teach effectively within the National Curriculum 2014. Endeavour to keep up-to-date with research and developments in the subject that they teach.
* demonstrate and collect evidence of achievement of the Teachers’ Standards necessary to achieve QTS.

### Reflections, evaluation and feedback

Throughout the course you are expected to complete a series of reflective tasks and evaluations.

#### Reflections

* **Lesson observation review** - <https://goo.gl/forms/hiP6E5X6pBcP2rDM2> - this should be completed on a weekly basis following any formal lesson observation. You should summarise the key information from the observation, including strengths and targets.
* **Monthly reflection** - <https://goo.gl/forms/EHvOO4Tnh5Wtvwy43> - Once a month you should take the time to review your progress. Consider your strengths and areas for development, your thoughts and feelings, your successes and your challenges. This review should take the form of a narrative to summarise your journey to becoming a qualified teacher.

#### Evaluations

* School induction evaluation - <https://goo.gl/forms/2yukxVru2EKF1bDC2>
* School interim evaluation - <https://goo.gl/forms/XiQ0mo5eMZBBdYTl2>
* End of placement evaluation - <https://goo.gl/forms/TqbWPf1rXuA0Iqm53>

## Post Graduate Certificate in Education

### Introduction

The SCITT works with the University of Manchester to offer a Masters in Teaching & Learning (MATL) structure to create a “bespoke”, blended PGCE assessment framework. This means that trainees will focus on teaching, learning, assessing, reflecting and enquiring in a global educational context.

Each assessment will have an introduction delivered online face-to-face and the students will then be supported through their assignments by on-line materials and University tutor in-put. The assessment framework consists of 4 course units:

#### Reflecting on professional practice (15 credits)

Aim: This Course unit aims to enable participants to critically reflect on and strengthen classroom practice through development of an enquiry approach.

Theoretical Study of: frameworks for reflection, critical reading and writing.

Assessed through: A critical analysis and evaluation using a framework for reflection on professional learning.

Learning Outcomes: On successful completion of this course unit, participants will be able to:

1. Critically evaluate their own professional development and position this within school priorities
2. Demonstrate effective evaluation of practice using critical thinking, engagement with relevant literature, data gathering, analysis and reflection
3. Demonstrate originality and self-direction in problem-solving and act autonomously in planning and implementing tasks of a professional nature

#### Teaching, learning and assessment (15 credits)

Aim: This Course unit aims to develop participants’ understanding of a range of learning, teaching and assessment strategies which promote pupil progress in order that all pupils achieve their learning potential.

Theoretical Study of: how learners learn, teaching practices and assessment.

Assessed through: An evaluative report on classroom practice in teaching, learning or assessment

Learning Outcomes: On successful completion of this course unit, participants will be able to:

1. Demonstrate an in-depth understanding and critique of the changing socio-political and cultural context in which learning and teaching in educational settings and contexts occurs
2. Apply a range of teaching and learning strategies and critically evaluate their effectiveness in context in relation to raising the achievement of children and young people.
3. Demonstrate critical engagement with key concepts in assessment and the application and evaluation of formative assessment methods.
4. Demonstrate self-direction and originality in problem-solving in relation to the Course unit content, and act autonomously in planning and implementing change in their educational setting, taking account of current thinking and literature in related areas.

#### Enquiry 1 (15 credits)

Aim: To examine the role and purpose of educational research in teaching and learning; To critically review research in practice (practitioner research) in the context of the school classroom; To understand what it means to conduct research in an ethical manner.

Theoretical Study of: Practitioner research

Assessed through: Designing a research study into a participant designated educational theme

Learning Outcomes: On successful completion of this course unit, participants will be able to:

1. Understand the nature and purpose of educational research
2. Understand the importance of a research question and its role as the origin of a research study.
3. Carry out a literature research into a chosen topic
4. Understand the need for research ethics

#### Enquiry 2 (15 credits)

Aim: To critically review research in practice (practitioner research) in the context of the school classroom; To understand what it means to conduct research in an ethical manner.

Theoretical Study of: Practitioner research

Assessed through: Written report of a research study into a participant designated educational theme

Learning Outcomes: On successful completion of this course unit, participants will be able to:

On successful completion of this Course unit, participants will be able to:

|  |
| --- |
| 1. Carry out an appropriate research study 2. Structure and organise findings clearly and concisely 3. Critically evaluate the research, interpret the findings and relate the study to educational theory |

### PGCE Dates

* 8th Sep 2017: Introduction to PGCE and reflective practice module
* 6th Oct 2017: Follow up session – Reflective practice
* 13th Nov 2017: Hand in date: Reflective practice
* 24th Nov 2017: Introduction to Teaching, earning & assessment module
* 8th Dec 2017; Follow up session – Teaching, learning & assessment
* 15th Jan 2018: Hand in date: Teaching, learning & assessment
* 2nd Feb 2018: Introduction to Enquiry 1
* 5th March: Follow up session – Enquiry 1
* 19th April: Hand in ethic form for enquiry 1
* 20th April: Introduction to Enquiry 2
* 4th May 2018: Follow up session – Enquiry 2

## Teaching placements

### Induction days

#### Entitlement

* Introduction to the school: context, roll, ethos, expectations, structure
* Tour of the school including key areas: staff facilities, reprographics, contacts
* Introduction to subject mentor
* Induction into school network/ICT systems
* Link to tutor group
* Opportunity to shadow/track pupils for a day
* Safeguarding procedures
* Health & safety procedures
* Introduction to polices
* ITE handbook

### During the placement

#### Mentor meetings

You should meet on a weekly basis with your subject mentor. Where possible, this time should be indicated and blocked on your timetable. These meetings should be recorded by yourself on the mentor meeting form.

#### Pupil progress target

Pupil progress is inextricably linked to assessment, but this should be part of a wider discussion around the intelligent use of objectives and high-quality peer and self-assessment. Equally, linking to discussions on data, you should be able to understand baseline measures and targets that are specific to the context of the school. You should, in consultation with your subject mentor, highlight a group for use as a progress group. You should complete the target form to highlight your subject specific target

#### Collection of QTS evidence

Throughout your placements you must gather evidence of meeting the teachers’ standards (2012). This evidence will come from a range of sources including lesson planning forms, lesson reflections, lesson observation forms, mentor meetings, discussions with your professional mentors and SCITT tutors, SCITT and school-based training.

#### PGCE assignments

For SCITT trainees completing a PGCE, you must ensure that all deadlines are met following the requirement of the PGCE provider, the University of Manchester.

#### Reflecting on progress

The ability to reflection is vital and as soon as is possible after each lesson you must complete the final part of the lesson plan titled ‘reflection’. These reflections may be used to gather evidence of QTS and should form part of any discussions with your subject mentor and SCITT subject lead.

#### Summative report

At the end of each placement you will be given a summative report which will be written by your subject mentor and professional mentor. You will be graded against the teachers’ standards, making full use of the grading matrix. You will be given the opportunity to write your own reflection on the summative report and describe how you intend to meet your end of placement targets. **This must be sent by the lead mentor and not the trainee.**

#### New placements

In some cases it may be necessary or beneficial for trainees to be placed in a third, new school for the summer term. If this is the case, this will be discussed carefully with you and a support structure will be put into place.

### Specific tasks to be completed during placements

#### Placement A

Link to response page: <https://goo.gl/forms/381w2yJKNWacm1P93>

Task 1: Department planning (S4)– Read and describe the departmental schemes of work (SoW). Are they lesson by lesson schemes or medium term plans or both? Include some examples and extracts from the SoW and how they are used by the department. (300 - 400 words)

Task 2: Observation development – Spend a day shadowing a class and complete an observation document for each lesson. Reflect on the key areas you need to develop to improve your observational skills. (400 – 500 words)

Task 3: Behaviour for learning (S7) – Observe a lesson taught in your subject and a lesson taught in a different subject. Compare the strategies used to embed behaviour for learning. (200 – 300 words)

Task 4: Inclusion (S5) – Identify two pupils in a class who have specific differentiation needs (eg SEN, EAL, prior ability). Observe them in a lesson or series of lessons to identify any strategies used by the teacher for inclusion or any difference in pupil outcomes. (200 – 300 words)

Task 5: Assessment (S5, 6) – Observe a lesson and highlight the method(s) used by the teacher to demonstrate pupil progress. How do the pupils recognise the progress they have made? (200 – 300 words)

Task 6: SMSC (S8) – Observe a lesson in your subject and reflect on how social, moral, spiritual or cultural knowledge and skills were embedded into the lesson (200-300 words)

Task 7: The learning environment (S1, 2, 3, 8) – Gather the material (including pupils’ work) for a classroom display and mount the display on a wall in your classroom. Add a picture of this display to your PDR.

Task 8: Questioning (S2, 5) – Observe a lesson and write down all of the questions that are asked by the teacher. Classify these questions into different types. Reflect on the effectiveness of these questions. [eg "Is 7 a prime number?" (closed, recall)] (200 - 300 words)

Task 9: Marking & Feedback (S6) – Insert an anonymised copy of the school or departmental marking policy into your file and annotate with your opinions and reflect on the challenges of implementing the policy. (200 - 300 words)

#### Placement B

Link to response page: <https://goo.gl/forms/frzY51I30jxlx3983>

Task 1: Department planning (S4) – Read and describe the departmental schemes of work (SoW). Are they lesson by lesson schemes or medium terms plans or both? Include some examples and extracts from the SoW and how they are used by the department. (300-400 words)

Task 2: Behaviour for learning (S7) – Observe a lesson taught in your subject and a lesson taught in a different subject. Compare the strategies used to embed behaviour for learning. (200-300 words)

Task 3: Inclusion (S5) – Identify two pupils in a class who have specific differentiation needs (eg SEN, EAL, prior ability). Observe them in a lesson or series of lessons to identify any strategies used by the teacher for inclusion or any difference in pupil outcomes. (200 – 300 words)

Task 4: Parents (S8) – Spend some time observing/participating in a parents evening and reflect on the key challenges and the techniques used by teacher when speaking to parents. (200 - 300 words)

Task 5: The wider school (S8) – Document and reflect on your contribution to wider school activities (eg take an assembly, run a school club) (200-300 words)

#### Placement C

Link to response page: <https://goo.gl/forms/dsdX3dOff9Rl3zAd2>

*Task 1: Expert learners (S2) –* Speak to a group of students about the processes they go through before and during a task - see Ertmer & Newby (1996) for suggestions. Summarise these processes. (200 - 300 words).

Task 2: Creativity 1 (S2, 3) – Analyse school schemes of work and highlight any opportunities that encourage pupils to be independent and creative learners (200 – 300 words)

Task 3: Creativity 2 (4, 5) – Teach a lesson or series of lessons that allow pupils to engage with your subject in a creative way. (200 – 300 words)

Task 4: NQT preparation – with your mentor compile a list of targets and areas of development to be tackled during your first year teaching. This should also include aspects of CPD that are deemed useful.

## Week by week placement guide

### Teaching Placement One (TP1)

This is a general set of guidelines for school placements in term 1. Trainees should be teaching a timetable of approximately 40% through this term.

| **Week** | **Days** | **General expectations** | **Suggested mentor activities** | **Tasks, reflections & evaluations** |
| --- | --- | --- | --- | --- |
| Week 1 | 1 | * Induction – introduction of dept. policies and schemes of work * Observation of some classes | * School induction – ITE handbook * Safeguarding induction * Health and Safety induction * School calendar for the term |  |
| Week 2 | 4 | * Induction – Preparation of school-based timetable * Begin to plan lessons for next week – part or full lessons – to be taught in week 1 * First mentor meeting – mentor to look at Subject Knowledge Audit (SKA) and identify gaps * Pupil data for all timetabled classes to all trainees | * Behaviour management induction * School pastoral system * Link trainee with form tutor/group * Facilitate discussion on observed lessons | * School induction questionnaire * Complete school context form |
| Week 3 | 4 | * Trainees observe a lesson and then retrospectively plans the lesson using SCITT planning form * Trainees continue to observe a wide range of subject staff and begin to teach full or part lessons leading up to full TT teaching in week 5 * Mentor to identify how gaps in SKA can be filled through classes/topics | * School policy: professionalism and expectations – “meeting part two of the teachers’ standards” * Ensure trainees are aware of and invited to school-based INSET | * Task 1: Department planning |
| Week 4 | 4 | * Plans to be checked before Friday * Trainees to be prepared to teach full 40% timetable during this term * Trainees to act as TAs from this week onwards with at least one class * Minimum of one formal observation per week * Mentor meeting: Behaviour management focus * Trainees identified as ‘at risk’ to be identified and info passed to SCITT | * Rewards and sanctions * SEND | * Task 2: Observation development |
| Week 5 | 4 | * Plans to be checked before Friday * Trainees teaching and marking 8-10 hour long lessons a week * One trainee class to be used as target class for pupil progress * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation | * Introduction to data – keeping records * Encourage trainees to be involved with extra-curricular activities | * Task 3: Behaviour for learning * At risk of failure response deadline * Start reflective journal * Set pupil progress target * Lesson observation review |
| Week 6 | 4 | * Plans to be checked before Friday * Encourage use of ICT if necessary * Mentor meeting * Formal observation | * Identifying and dealing with bullying * Complete evidence check form with trainee | * Task 4: Inclusion * Begin PDR * Lesson observation review |
| Week 7 | 4 | * Plans to be checked before Friday * Ensure observations of other staff are still taking place and that trainees are involved in all departmental meetings/training * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation | * Differentiation and groups: SEND, G&T, EAL, Pupil premium, Inclusion | * School interim questionnaire * Task 5: Assessment * Lesson observation review |
| Week 8 | 5 | * Plans to be checked before Friday * Mentor meeting: Focus on key targets before/after half-term * Review of ‘pupil progress’ class * Formal observation | * Complete evidence check form with trainee * Mid-placement review of grading matrix | * Mid-term review A1 * Update PDR * Lesson observation review |
| Week 9 | 0 | Half-term | | |
| Week 10 | 4 | * Plans to be checked before Friday * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation * Review current evidence for PDR | * Teaching and learning topic: questioning * Continue to liaise with PM regarding ‘poor’ trainees | * Subject knowledge audit * Task 6: SMSC * Update reflective journal * Lesson observation review |
| Week 11 | 5 | * Plans to be checked before Friday * Mentor meeting: Discuss subject knowledge audit * Formal observation | * Assessment for learning, including high-quality marking and feedback | * Task 7: The learning environment * Update PDR * Lesson observation review |
| Week 12 | 4 | * Plans to be checked before Friday * Formal observation * Review of progress and set clear targets for final two weeks | * Recognising pupil progress * PM completes evidence check form with trainee | * Task 8: Questioning * Lesson observation review * Update PDR – section 2 |
| Week 13 | 4 | * Mentor meeting: Mentors using Grading Matrix with their trainees * Review of progress and set clear targets for final placement * Summative report B2 complete by SM and passed to PM * Formal observation | * PM ensures trainee and SM completing summative report | * Task 9: Marking & Feedback * Trainee begins summative report reflection * Review of pupil progress target * Lesson observation review |
| Week 14 | 4 | * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees | * Final review meeting between trainees and mentor * Completion of summative report | * End of placement questionnaire * Mentor evaluation * Summative report A2 deadline * Update reflective journal * Lesson observation review |
| Week 15 | 4 | * Key Stage 2 week * Observe and teach Y5/6 pupils |  | * Subject knowledge audit * Complete KS2 task document |
| Week 16 | 4 | * Key Stage 5 week * Observe and teach Y12/13 pupils |  | * Complete KS5 task document |

### Teaching Placement Two (TP2)

This is a general set of guidelines for school placements in term 2. Trainees should be teaching a timetable of approximately 50% through this term.

| **Week** | **Days** | **General expectations** | **Mentor activities** | **Tasks, reflections & evaluations** |
| --- | --- | --- | --- | --- |
| Week 17 | 5 | * Induction – introduction of dept. policies and schemes of work * Observation of some classes | * School induction – ITE handbook * Safeguarding induction * Health and Safety induction * Shadowing class over one day * School calendar for the term * Review summative reports from TP1 | * School context form |
| Week 18 | 0 | Christmas break | | |
| Week 19 | 0 | Christmas break | | |
|  | 4 | * Trainees continue to observe a wide range of subject staff and begin to teach full or part lessons leading up to full TT teaching in week 22 * Mentor to identify how gaps in SKA can be filled through classes/topics | * School policy: professionalism and expectations – “meeting part two of the teachers’ standards” * Ensure trainees are aware of and invited to school-based INSET | * Task 1: Department planning * Induction questionnaire for trainees |
| Week 21 | 5 | * Trainees to be prepared to teach full 50% timetable during this term * Trainees to act as TAs from this week onwards with at least one class * Minimum of one formal observation per week * Mentor meeting: Behaviour management focus for new placement * One trainee class to be used as target class for pupil progress | * Rewards and sanctions for TP2 * Encourage trainees to be involved with extra-curricular activities | * School induction questionnaire * Task 2: Behaviour for learning * Set pupil progress target * Update PDR * Lesson observation review |
| Week 22 | 4 | * Trainees teaching and marking 10-12 hour long lessons * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation | * Communication with parents –give trainees opportunity to shadow parent evening * Complete evidence check form with trainee | * Task 3: Inclusion * Interim evaluation * Subject knowledge audit * Lesson observation review |
| Week 23 | 4 | * Encourage use of ICT if necessary * Trainees identified as ‘at risk’ to be identified and info passed to SCITT * Mentor meeting: Focus on key targets before/after half-term * Formal observation * Mid-term review B1 | * Effective collaborative working – in class and between teaching staff, support staff, TAs, SENCOs etc | * Task 4: Parents * Update reflective journal * Update PDR * Lesson observation review |
| Week 24 | 5 | * Ensure observations of other staff are still taking place and that trainees are involved in all departmental meetings/training * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees | * Wellbeing for all * Complete evidence check form with trainee * Mid-placement review of Grading Matrix | * Interim evaluation * Mid-term review B1 * Task 5: The wider school * Lesson observation review |
| Week 25 | 0 | Half-term | | |
| Week 26 | 5 | * Mentor meeting: Focus on key targets before/after half-term * Review of ‘pupil progress’ class * Formal observation | * Embedding SMSC | * Update PDR * Lesson observation review |
| Week 27 | 4 | * Mentor meeting: Mentors using Grading Matrix with their trainees - discuss subject knowledge audit * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees * Review of progress and set clear targets for final placement | * Preparing for job applications | * Update reflective journal * Trainees complete PDR * Lesson observation review |
| Week 28 | 4 | * Mentor meeting: Focus on key targets before/after half-term * Review of ‘pupil progress’ class * Formal observation | * Embedding SMSC | * Update PDR * Lesson observation review |
| Week 29 | 4 | * Mentor meeting: Mentors using Grading Matrix with their trainees - Update subject knowledge audit * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees * Review of progress and set clear targets for final placement | * Preparing for job applications * Complete evidence check form with trainee | * Subject knowledge audit * SCITT spring survey for all trainees * Lesson observation review * Update PDR – section 2 |
| Week 30 | 5 | * Mentor meeting: Mentors using Grading Matrix with their trainees - Update subject knowledge audit * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees * Review of progress and set clear targets for final placement * Summative report B2 complete by SM and passed to PM | * PM ensures trainee and SM completing summative report | * Update PDR * Review of pupil progress target * Lesson observation review * Trainee begins summative report reflection |
| Week 31 | 4 | * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation * Continue to liaise with PM regarding ‘poor’ trainees | * Final review meeting between trainees and mentor * Completion of summative report | * End of placement questionnaire * Mentor evaluation * Summative report B2 deadline * Update reflective journal |

### Teaching Placement Three (TP3)

This is a general set of guidelines for school placements in term 3. Trainees should be teaching a timetable of approximately 60% through this term until the final two weeks.

| **Week** | **Days** | **General expectations** | **Mentor activities** | **Tasks, reflections & evaluations** |
| --- | --- | --- | --- | --- |
| Week 34 | 4 | * Trainees continue to observe a wide range of subject staff and begin to teach full or part lessons leading up to full TT teaching in week 2 * Mentor to identify how gaps in SKA can be filled through classes/topics | * Reminder of school policy: professionalism and expectations – * Ensure trainees are aware of and invited to school-based INSET | * Task 1: Expert learners * Update PDR |
| Week 35 | 4 | * Trainees to be prepared to teach full 60% timetable during this term * Trainees to act as TAs from this week onwards with at least one class * Minimum of one formal observation per week * Mentor meeting: Behaviour management focus | * It is an **expectation** that trainees are involved with extra-curricular activities during this placement * In this third term PMs should arrange weekly training sessions on topics pertinent to school and trainee cohort needs. * Complete evidence check form with trainee | * Task 2: Creativity 1 * Lesson observation review |
| Week 36 | 4 | * Trainees teaching and marking 12-14 hour long lessons * One trainee class to be used as target class for pupil progress * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation |  | * Update reflective journal * Update PDR * Lesson observation review |
| Week 37 | 3 | * Encourage use of ICT if necessary * Trainees identified as ‘at risk’ to be identified and info passed to SCITT * Mentor meeting * Formal observation | * Complete evidence check form with trainee * Mid-placement review of grading matrix | * Task 3: Creativity 2 * Mid-term review C1 * Subject knowledge audit * Lesson observation review |
| Week 38 | 5 | * Ensure observations of other staff are still taking place and that trainees are involved in all departmental meetings/training * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation | * File check | * Update PDR * Lesson observation review |
| Week 39 | 4 | * Mentor meeting: Focus on key targets before/after half-term * Review of ‘pupil progress’ class * Formal observation * Plan and teach citizenship/PSHCE as appropriate to school | * Preparing for the NQT year | * Interim evaluation * Lesson observation review |
| Week 40 | 0 | Half-term | | |
| Week 41 | 5 | * Mentor meeting: Mentors using Grading Matrix with their trainees * Formal observation * Continue to liaise with PM regarding ‘RI’ trainees | * PM completes evidence check form with trainee and PM | * Update reflective journal * Update PDR * Lesson observation review |
| Week 42 | 4 | * Mentor meeting: review subject knowledge audit * Formal observation | * Final review meeting between trainees | * Subject knowledge audit * Lesson observation review |
| Week 43 | 5 | * Mentor meeting * Formal observation | * File check | * Review of pupil progress target * Task 4: NQT preparation * Lesson observation review * Update PDR – section 2 |
| Week 44 | 4 | * Mentor meeting * Formal observation * Aim for timetable of 75% - 80% for final weeks | * PM ensures trainee and SM completing summative report | * End of placement questionnaire * SCITT pre-NQT survey for all trainees * Hand in completed PDR with QTS evidence file * Lesson observation review |
| Week 45 | 5 | Enrichment week | | * Subject knowledge audit |
| Week 46 | 4 | * Aim for timetable of 75% - 80% for final weeks | * Final review meeting between trainees and mentor | * Mentor evaluation * Summative report C2 deadline * Complete reflective journal |

## 

## Key Stage 2 and Key Stage 5

To gain QTS, you must be afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which you are training to teach. For secondary trainees this includes Key Stage 2 (Years 3 to 6) and Key Stage 5 (Years 12 and 13)

### Key Stage 2

All trainees are timetabled to spend a week in a primary school. During this week you will observe teaching in Key Stage 2, and gain the opportunity to scrutinise the work and the teaching that takes place prior to Key Stage 3, including curriculum approaches to your main subject area. You should look for opportunities to lead parts of, or whole classes.

### Key Stage 5

Many trainees will spend some time in a school with a sixth form as part of teaching practice. All trainees must spend some time observing and, where possible, teaching Key Stage 5 pupils to meet the requirements of QTS 11-16. If your teaching practice takes place in a school with a sixth form, mentors should give you the opportunity to observe and teach parts of, or whole classes, in your main subject area. Trainees who do not spend time in schools with post 16 provision will be given opportunities during one of the three teaching practice phases or during the enrichment phase to experience post 16 teaching. As with primary experience, this additional experience should be recorded in the correct form.

## Enrichment Phase

By the time the course has reached the final weeks the vast majority of trainees will have gathered enough evidence to demonstrate meeting the teachers’ standards. For those trainees who still need to gain further evidence in one or more of the standards, the enrichment phase will be a continuation of any targeted support during teaching practice three. It is this phase that will be used to support trainees on action plans and allow them to meet the minimum requirements.

For other trainees, the enrichment phase is an opportunity to further develop experience in schools and continue to go beyond the teachers’ standards. We allow trainees to organise their own one-week phase in a school to enrich or support their practice. The rationale behind the placement should be discussed with your subject lead. Possible enrichment activities include

* Supporting the development of new schemes of work (S3, S5)
* Design of assessment materials for use (S5)
* Building up relationship with the school where the trainee will be employed as an NQT (S7, S8, Part two)

# 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 lead at all times when the trainee is in school.

## Monitoring of the school placement files

Mentors and the SCITT lead regularly monitor the trainee’s school placement files and record evidence of professional standards of planning, assessment and evaluation using the file check form. Mentors read, annotate and initial the trainee’s files weekly in order to indicate those items completed satisfactorily and those requiring further attention. 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 the 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

## QTS evidence file

The QTS evidence file is a separate file that should be seen as the file that collates your school experience and evidence and will be used as the basis for your 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 your 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
* Your most up-to-date mid-term review grading matrix
* Your most recent summative report

**Section 4** Pupil progress documentation

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

**Section 5** Additional key stage experience

* Your completed Key Stage 2 experience documentation
* Your completed Key Stage 5 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.

# 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 (placement A)

* 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 (placement B)

* 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.

### 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-placement reviews |
| * 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-placement 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. |

## Professional progress review flowchart

This document sets out the stages to be followed by the SCITT in response to any concerns raised by school or SCITT staff. This document should be read in conjunction with the SCITT code of conduct which sets out procedures to be followed if a trainee’s personal or professional conduct gives rise for concern. This document should be considered as constituting the professional progress review.

## 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.***

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| **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 |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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

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| 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.