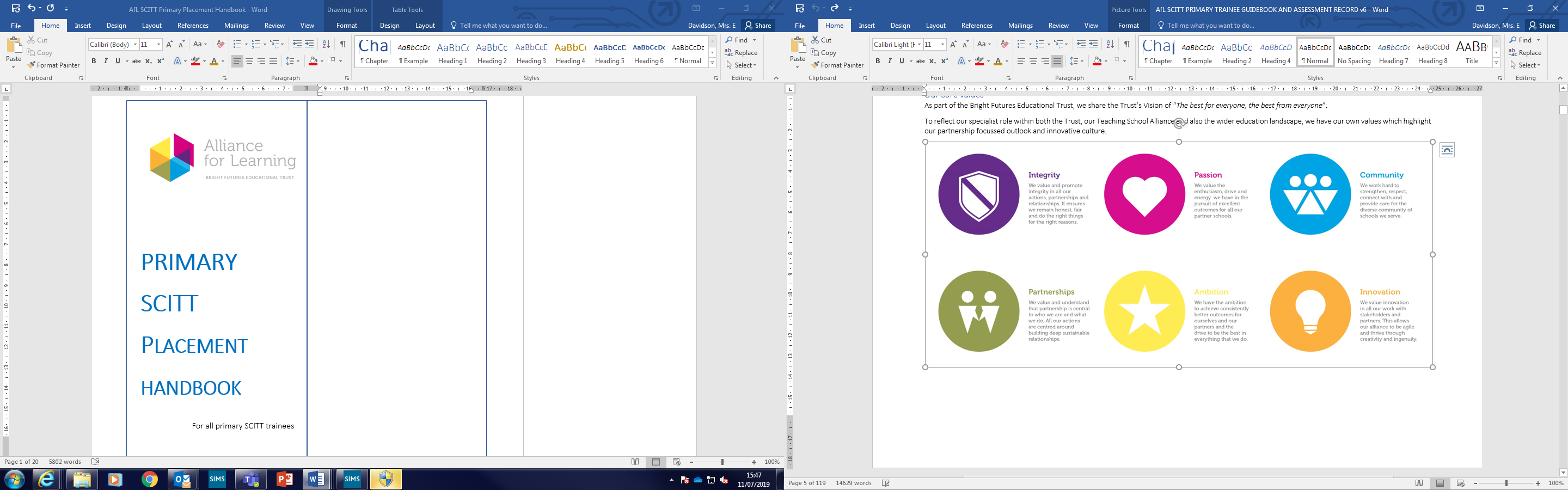


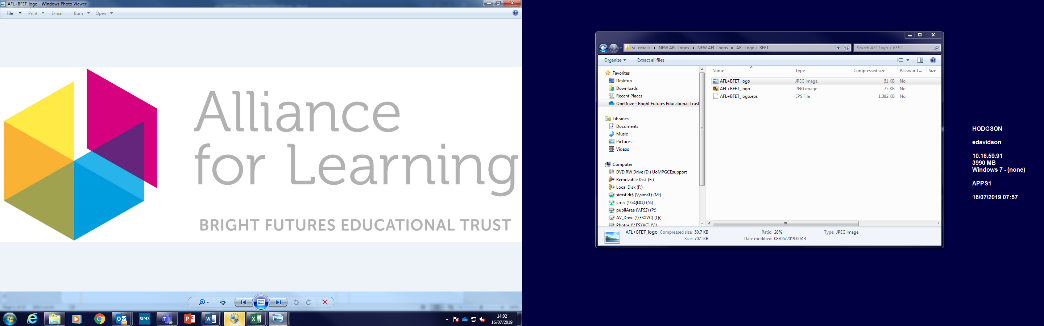
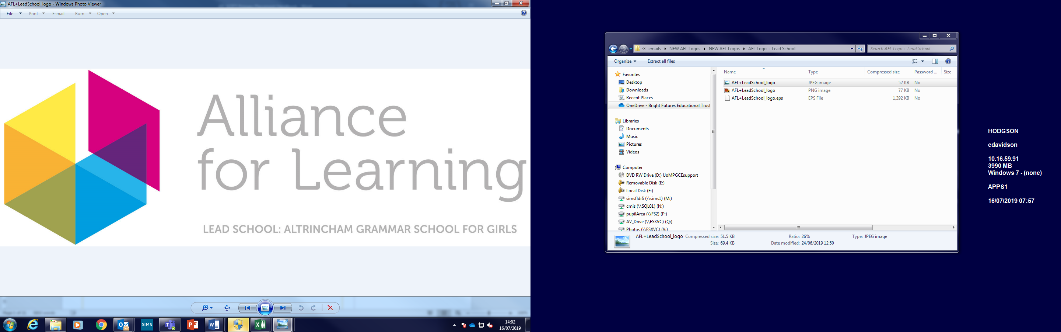
**early years teacher**

**SCITT**

**Placement**

**handbook**





Early YEARS TRAINEE Placement handbook

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1. **Introduction to the course**

Aims of the course

* To deliver high quality, innovative, research-led practice.
* To develop reflective and responsive practitioners over time.
* To foster practice which promotes high quality outcomes for learners.
* To ensure a supportive and nurturing environment which will allow trainees to flourish.
* Inspire high level of professional conduct which reflect our key values of integrity, ambition and passion.
* Partnership is central to all that we do. All our actions are centred around building deep, sustainable relationships.

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

## **SCITT Contact Information\***

|  |  |  |  |
| --- | --- | --- | --- |
| **SCITT Role** | Name | Email address | Telephone number and extension |
| **SCITT Administrator** | Astrid Lavin | ALavin@aggs.bfet.uk | 0161 912 5912 ext 7216 |
| **SCITT Manager** | Hilary Langmead-Jones | hlangmead-jones@aggs.bfet.uk | 0161 912 5912 ext 7109 |
| **SCITT Primary Lead\*** | Philippa Huynh | phuynh@aggs.bfet.uk | 0161 912 5912 |
| **SCITT Early Years Lead\*** | Nicola Blatchly-Lewis | nblatchly-lewis@aggs.bfet.uk | 0161 912 5912 |
| **Director of SCITT & Secondary lead** | Eleanor Davidson | edavidson@aggs.bfet.uk | 0161 912 5912 ext 7169 |

Please note:

* Details accurate as of the 4th July 2019
* \*primary and early years leads work remote from campus so email is the best method of communication.

1. **Course information**

## 

## **School** **Placements**

The School Centred Initial Teacher Training course trains teachers for teaching across the EYFS, Key Stages 1 and 2 leading to Early Years Teacher qualification (0-5). The following table indicates the nature and duration of the school placements.

|  |  |
| --- | --- |
| **Placement type** | **Brief description of placement** |
| **PLACEMENT A** | **The main ‘employed’ placement**  Trainees work closely with their school or setting mentor to plan and deliver individual, group and whole class sessions. They work within the framework and ethos of the organisation to build up the curriculum range and frequency of their teaching experience. Opportunities should be provided across the 0-5 age range as appropriate within the school or setting. |
| **PLACEMENT B** | **The contrasting placement**  This will vary according to the experiences gained in placement A.  For example:  Trainees based in a reception class or school nursery will require experience in the birth to three age range (**minimum of 2 weeks**). This will include leading teaching and assessment as appropriate.  Trainees based in a nursery, day care or pre-school setting will require experiences in the birth to four age range **and** the reception phase of the EYFS. This will include leading teaching and assessment as appropriate, including whole class teaching.  **All trainees must spend a minimum of 2 weeks leading practice in a reception class** |
| **KS1 and KS2 placement** | **All** **trainees** should gain experience in KS1 and KS2. This will include observing teaching and learning and supporting groups of children as required by the class teacher.  This should be for a minimum of 2 weeks (either in a block or individual days throughout the year). |

### **Please note: there may be individual differences based on the trainee’s recent and relevant experiences. This will be agreed with the course leader.**

#### 

**Early years training calendar 2019/2020**

Most training will take place at the AFL training centre based in Altrincham Grammar School for Girls, Cavendish Rd, Bowdon, Altrincham WA14 2NL.

Please bring a packed lunch, tea and coffee are provided. Parking is on the surrounding roads or we have use of the Bowdon Rooms Car Park, on the Firs – 7 minutes’ walk away (WA14 2TQ). I regret that all school carparks are permit only.

|  |  |
| --- | --- |
| **19/09/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Induction Day*  *Nicola Blatchly-Lewis & Eleanor Davidson* |
| **10/10/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Child Development Standards 2/3*  *Nicola Blatchly-Lewis* |
| **05/11/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Early Literacy and Numeracy (0-3)*  *Philippa Perks and Jamie Allman* |
| **14/11/2019**  **Venue: Wellfield Infants School**  **Time: 9.30am to 2.45pm** | *Reception Training*  *EYFS staff and Headteacher at Wellfield Infants* |
| **21/11/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Literacy and Numeracy in reception*  *Sayeh Mariner – ESSA Academy* |
| **03/12/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Differentiation Standards 4/5*  *Nicola Blatchly-Lewis* |
| **19/12/2019**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Assessment Standards 6/8*  *AM:  Kate Dean  PM:  NBL (file review)* |
| **06/01/2020**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Early Childhood Trauma – impact and behaviours*  *Lisa Wisher*  *Safeguarding Standards 7/1*  *Nicola Blatchly-Lewis* |
| **14/01/2020**  **Venue: Altrincham Girls Grammar**  **Time: 9.00am – 3.30pm** | *Early Years Conference* |
| **20/01/2020**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Content to be confirmed* |
| **18/02/2020**  **Venue: TBC**  **Time: 10.00am – 4.00pm** | *EY Profile/Reception – KS1*  *Kate Dean* |
| **09/03/2020**  **Venue: TBC**  **Time: 10.00am – 4.00pm** | *Science & the curiosity approach* |
| **15/04/2020**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Planning and Differentiation 4/5*  *Sayeh Mariner* |
| **11/05/2020**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Assessment and Impact 6/8*  *Kate Dean* |
| **21/05/2020**  **Venue: Altrincham Girls Grammar**  **Time: 10.00am – 4.00pm** | *Preparation for EYT Year*  *NBL & ED* |
| **15/06/2020**  **Venue: Altrincham Girls Grammar**  **Time: 9.00am – 4.00pm** | *Moderation Day*  *NBL* |
| **26/06/2020**  **Venue: Altrincham Girls Grammar**  **Time: TBC** | *Celebration Day* |

***Reporting***

|  |  |
| --- | --- |
| **8th November 2019** | **Interim Assessment form** |
| **18th December 2019** | **Summative Report form** |
| **10th February 2020** | **Interim Assessment form** |
| **23rd March 2020** | **Summative Report form** |
| **4th May 2020** | **Interim Assessment form** |
| **10th June 2020** | **Summative Report form** |

**Collaborative Progress Reviews (SCITT visits to school)**

**CPR 1 – Any day between 28thOctober – 22nd November 2019**

**CPR 2 – Any day between 24thFeb – 20th March 2020**

**CPR 3 – Any day between 4th May – 5th June 2020**

**Safeguarding: The** **Prevent Duty**

As part of their SCITT training, trainees will be introduced to Safeguarding and the Prevent Duty and will be made aware of their responsibilities in regard to this.

As part of the trainee’s induction into your employed and your alternative setting we would ask that you take time to introduce the setting’s Safeguarding policy and approach to the Prevent Duty, in order that the trainee is fully briefed about their school-based responsibilities. Please make sure trainees are given the following:

* The school or setting child protection policy
* The staff behaviour policy (sometimes called a code of conduct)
* Information about the role of the designated safeguarding lead
* A copy of Keeping Children Safe in Education

All trainees should adhere to the school or settings policy regarding the use of photographic equipment. Trainees should also follow the school’s Data Protection policy and General Data Policy Regulation (GDPR).

### Professionalism

#### Attendance

Attendance and punctuality are important indicators of professional values and practice. The DfE requires that trainees complete at least 120 during the SCITT course in order to gain Early Years Teacher status. All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence only in exceptional circumstances.

* Attendance to all training sessions within the programme is essential. Should a trainee achieve less than 80% attendance of the programme, it may impact on the ability to make recommendation of the good or outstanding grade to be applied at the end of the course.

For unexpected absence a trainee must inform the SCITT manager and the Course Leader by 8.30am on each day of absence, this can be done via the Microsoft Teams application and by email to [hlangmead-jones@aggs.bfet.uk](mailto:hlangmead-jones@aggs.bfet.uk) . **You must also contact your setting or school Mentor by the time specified in their policies.**

**Appropriate dress and behaviour**

Trainees need to present themselves in an appropriate and professional manner when on any of their placements. It is expected that they will treat children 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 dress code for their placement school or setting.

#### 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 early years and teaching profession. Trainees should familiarise themselves with the setting e-safety code for their placement school.

## 

## **Mentor and trainee responsibilities**

**Information for the** **Mentor**

#### Professional mentors

Each early year’s setting will have a professional mentor, this is usually a senior teacher with experience of supporting ITE students. The professional mentor should manage the school’s ITE programme and ensure the school or setting fulfils its partnership responsibilities.

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

|  |  |
| --- | --- |
| **Key Training Requirements - checklist** | **Tick √** |
| To provide trainees with information about the school/setting. |  |
| To ensure that the trainees have an appropriate space in which to work when not teaching. |  |
| To ensure that the trainees have access to facilities such as ICT, photocopying and other resources. |  |
| To facilitate trainees’ access to information and learning experiences to enable them to meet the EY Teacher’s Standards. |  |
| To ensure that the trainees have a structured programme of training and support throughout the course. |  |
| To quality assure subject or age specific on-site training or support. |  |
| To co-ordinate the reviews of the trainees’ progress and writing reports. |  |
| To undertake weekly observations and meetings between mentor and trainee. |  |
| To implement a formal action plan for any trainee in danger of failing to achieve the teachers’ standards and inform SCITT |  |
| To sample trainees’ teaching files and other documentation from time to time |  |
| To assist trainees to achieve the Early Years teacher standards. |  |
| To develop appropriate values and professional standards. |  |
| To have an awareness of the ethos of the school or setting and the preferred style of teaching and learning. |  |
| To alert the SCITT to the need for a formal professional progress review if required. |  |
| To ratify the final assessment of the trainees. |  |
| To conduct joint observation with the SCITT Early Years Progress Review colleague (by arrangement). |  |

The support you give our trainees is vital in ensuring that they make excellent progress in developing as early years teachers. Please follow the checklist, to guide you as you support the trainees being trained by you.

See also the Mentor Standards with examples of good mentoring practice.

Trainees will begin each placement with a range of starting points in terms of experience and confidence. Please keep this in mind as you support their development.

The trainee’s progress *is under your direction* and you may choose a variety of approaches to support their training which may include joint teaching, joint planning, and observation of teachers in other classrooms as well as discussion of progress.

**Relationships**

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

|  |
| --- |
| **Key Training Requirements – checklist** |
| Systems of grouping within the setting, class and school |
| SEND including any intervention and personalised learning plans and children eligible for pupil premium |
| Approaches to behaviour management and discipline |
| The roles of other adults in the classroom, setting or school |
| Safeguarding |
| Safety (first aid, evacuation) |
| E-safety |
| Child protection procedures |

#### The role of the SCITT Early Years Lead

The Early Years Lead will oversee the training and placements for all trainees.

|  |
| --- |
| **Key Training Requirements – checklist** |
| Liaise with the school or setting mentor regarding the specific placements of trainees for each professional placement. |
| Give prior notice of visits to school or settings and agree suitable dates for any Collaborative Progress Reviews |
| Inform the trainee of any serious shortcomings that might threaten the trainee's successful completion of the course. |
| Oversee the trainee’s overall performance across the alternative placement. (This may require liaison with mentor in main and alternative placement) |
| Discuss with the trainee the content of the interim and summative report which will reflect trainee progress at that point as required. |
| Monitor the E.Y.T evidence file and trainee assessment record against the Teachers’ Standards (DfE 2013) and give appropriate feedback. |

##### During placement, the Early Years Lead will

|  |
| --- |
| **Key Training Requirements – checklist** |
| Visit each trainee an agreed number of times during placements to observe lessons or organise a visit from a quality assurance tutor. |
| Give oral feedback following a lesson or session observation. |
| Set appropriate targets for development and for successful achievement of QTS as appropriate. |
| Review the trainee’s QTS file at regular intervals. |
| On one of the agreed visits, the course leader (or other EY expert), will carry out a Collaborative Progress Review. This will be a joint lesson observation with the subject mentor followed by a three-way ‘triangular’ discussion (course leader/mentor/trainee) to review progress and agree targets for development. |

#### The role of the Trainee (Wider-school aspects of setting or school-based placements)

##### During placement, trainees will:

|  |
| --- |
| **Key Training Requirements – checklist** |
| Return any resources or materials belonging to the setting or school at the end of their placement. |
| Set a good example to all children through their personal presentation and conduct, and through the standard of their spoken and written English. |
| Be punctual, arriving at the setting or school and agree arrival and departure times with mentor if different from contracted hours (for those employed). |
| Understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly and appropriately for the age and stage of children. |
| Involve themselves in the general and corporate life of the setting or school attending staff meetings and events when invited. |
| Establish professional and effective relationships with staff, parents and pupils and with other agencies involved with the education and welfare of the children. |
| Maintain confidentiality, tact and respect at all time, respecting the confidentiality of both children and staff. |
| Make themselves aware of policies and procedures and, with the guidance of the school or setting and their mentor and apply them appropriately. |
| Carry out, in a professional manner, reasonable tasks as required by the leaders, managers or mentor within the school or setting. |
| Be aware of the wider context of education and that learning takes place both in and out of the school or setting. |
| Submit any grading, attendance or observation data to the SCITT. |
| Specific professional aspects of classroom placementTrainees are expected to: |
| Plan and prepare allocated lessons or sessions in advance as required and in a time frame agreed with the mentor. |
| If appropriate, adhere to the school marking and assessment policy. |
| Evaluate and reflect (in writing and for each session taught) the effectiveness of teaching and learning strategies as soon as possible. |
| Establish and maintain an E.Y.T file in their chosen format which will include school planning, assessment and resources. *The file should be available 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 EYFS (Early Years Outcomes 2013) |
| Demonstrate and collect evidence of achievement of the Teachers’ Standards necessary to achieve E.Y.T status. |

## **Support and lines of c****ommunication**

We like to be fully approachable at the Alliance for Learning SCITT. The following guide should help you to select the right person to contact should you have any questions or concerns.

### Issues concerning placement and your professional development

This could include understanding what is required to develop as a teacher, to make and record progress against the standards and to teach particular concepts and topics.

### 

### Issues concerning financial, medical or personal issues

### 

### Issues concerning reporting & evaluation arrangements

1. **Evaluation of Early Years Teacher Status (EYTS)**

## 

## **The Early Years Teachers’ Standards (2013)**

* The teachers’ standards (DfE 2013) are the DfE designated standards for early years teachers.
* Evidence of meeting each one of these standards is necessary for a trainee to be awarded early years teacher status (EYTS) at the end of the course.
* (<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers__Standards.pdf>)

***It would not be reasonable to expect an early years trainee to meet teachers’ standards (DfE 2013) in an identical manner to that of a teacher with a few years of autonomous experience with his/her own class.***

Evaluation of early years teacher status is done through the analysis of summative reports, evidence files, the collaborative progress review (CPR) visits and the final moderation day (VIVA).

**EYTS evidence against the Teachers’ Standards (2013)**

During the SCITT year we ask you to collate evidence to demonstrate your progress against and understanding of the teachers’ standards. This may include the following:

|  |  |  |
| --- | --- | --- |
| Lesson/session Plans | Observation forms | Resources/subject knowledge |
| The Grading Matrix | **Reporting documentation** | **Assessment and tracking pupils** |
| Trainee journal | **Copies of pupil work as appropriate** | **Wider school engagement** |
| How you collate your evidence is individual to you; this may include the use of digital technology. Further guidance will be provided by the SCITT during your professional development sessions. All methods of collation to evidence your EYTS *should be available on the setting or school site at all times* and especially during the collaborative progress reviews. | | |

## **Reflections against the teachers’ standards**

### 

### The reflective journal

This is a personal journal to record your reflections for the duration of your SCITT year (and even beyond). Your reflections may include the following:

* Reflection on a specific lesson or session based that you have delivered
* Reflections of ‘good’ practice observed within the setting or school
* Reflection on a ‘critical’ incident (positive or negative) and how the incident made you consider your teaching practice
* Teachers’ standards you wish to reflect upon, (e.g. an effective behaviour strategy that you intend to use in your practice
* Response to research/articles/setting or school policies
* Reflection on children’s progress - this could be a group of children, individual children, SEND and other targeted groups such as pupil premium as well as other support and intervention groups.

***Please note whilst this journal is private; under GDPR all individuals should be anonymised*.**

#### Reporting

Interim report

The interim report should take place at the midway point of the placement. This will be sent to your mentor by the SCITT administrator. See course calendar for dates. The grading should reflect progress at this time. The Grading Matrix should be highlighted (and date) to reflect your current level of progress. Use this matrix to help identify areas of strength and areas for development.

### Summative report

At the end of each term, trainees should complete their section of the summative report form, reflecting on their own progress against each standard. The trainee section should be completed and sent to the mentor *one week* before the final mentor meeting allowing time for the mentor to complete his/her section.

Mentors will respond to trainee reflections against each of the teachers’ standards and the course leaders will moderate and review all reports for additional evidence of meeting the standards. Final summative reports will include a mentor grade against the standards which reflects highlighting on the Grading Matrix.

***Please note: all reports are used as evidence to inform the EYTS recommendation.***

**Moderation**

Moderation interview (VIVA)

In the final weeks of the course all trainees will undergo a moderating interview with a SCITT partner. The aim of this interview will be for trainees to demonstrate their understanding of the standards and for staff to moderate the judgements of mentors. Trainees will be given the opportunity to highlight the progress their pupils have made over the course of their training placements.

### External moderation

In addition to the above, a sample of trainees are chosen for an external moderation activity. External moderators are individuals from other teacher training organisations who monitor the assessment judgements of the SCITT. This is usually done through the observation of teaching and scrutiny of trainee documentation.

1. Trainee assessment

#### Mentor meeting documentation

You should meet your mentor on a weekly basis, review teaching/practice across the week, review targets, set new targets and update the grading matrix to reflect your progress. Where possible, mentor meeting time should be indicated and blocked on your timetable. At each meeting, the trainee should complete the mentor meeting tracker.

**If these meetings do not take place, please contact the Early Years Lead as soon as possible**. Your employer is provided with a bursary to support the facilitation and cost of releasing the Mentor.

#### Pupil progress

In collaboration with your mentor, you are responsible for ensuring that pupils make progress as a result of your lessons, sessions or interaction. By setting intelligent, appropriate objectives and making effective use of both formative and summative assessment, you should be able to demonstrate that you are making a significant contribution to the progress of the children in your class(es) or group.

#### Collection of EYTS evidence

Throughout your placements you must gather evidence of meeting the teachers’ standards (2013). This evidence will come from a range of sources including lesson plans, lesson observation forms, copies of pupil work, mentor meeting tracker, trainee journal, children’s assessment records and discussions with your mentors, course leads and tutors, both for SCITT and setting or school-based training.

***Good to Outstanding***

|  |
| --- |
| **Flexibility** |
| An Outstanding Trainee can adapt groupings, task or outcomes during the lesson as needed. They will demonstrate flexibility to do this. The trainee may deviate from planning or choose to work with a different group in response to need. |
| **Planning** |
| An outstanding trainee demonstrates high levels of accountability for progress e.g. evidence of meaningful prior assessment, tasks to address gaps and next steps or extend learning of specific individuals and groups. Further assessment planned for, proactive and seeks advice from other specialists within the setting or school (for example, SENCO, HLTA etc.). |
| **Meeting strengths and needs** |
| Input is not general but may target specific groups. Children may migrate between groups or tasks to ensure that their needs or strengths are met on the spot. If other adults or practitioners are present the trainee is proactive in their deployment. Trainees should begin to develop skills to lead practice within their main setting. |
| **Learning Dialogue** |
| Children are encouraged to be conscious learners. Behaviour for learning expectations are clear and high-quality talk and interactions promote resilience and aspiration. Children are encouraged to develop and demonstrate the Characteristics of Effective Learning |
| **Originality** |
| Lessons, sessions or themes are creative and original, generating high levels of enthusiasm and engagement with opportunities to foster sustained shared thinking. |
| **Behaviour Management** |
| Where possible, behaviour management strategies are minimally used as behaviour is managed through relationship, pace and variety of task and high pupil engagement. This may not be possible with every setting or cohort, however expertise is sought when possible. |
| **Subject Knowledge** |
| Sound subject knowledge is demonstrated through confident planning for progression. An Outstanding trainee can plan and deliver engaging, challenging and effective sessions and activities. |

**Features of trainees – extract from Ofsted criteria for grading trainees**

**Key aspects of trainees’ performance: In lessons and activities**

**Outstanding trainees:**

* teach and facilitate lessons or activities that are mostly good, and often show characteristics of outstanding lessons
* ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes
* enable learners to be able to explain how the teaching helped them to make progress
* deliver lessons/activities that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher
* have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups
* monitor learners’ progress to evaluate quickly how well they are learning so that they can change the approach during the lesson or activity if necessary, and provide detailed assessment and targets to individual learners that are focused well to ensure further progress
* demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress
* demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson or session in response to what learners say and do
* make links with other aspects of learners’ development and understanding (for example, linking to work in other subjects)
* fully exploit possibilities to promote learners’ understanding and appreciation of social and cultural diversity.

*Teachers’ Standards 6: what is effective assessment?*

Assessment is cyclical:



You might acquire data from the following:

* Children's verbal and non-verbal responses to questions or activities
* Questions that children ask you
* Conversations between children
* Outcomes of tasks (practical tasks, mark-making, construction, etc.)
* Facial expressions (worried, confused etc.)
* Level of engagement and characteristics of effective learning

**Assessment can take place during the lesson or after the lesson. *Data from formative assessment that you actively respond to during lessons is highly effective for supporting learning.***

**Develop skills that support identifying and responding to need through the scaffolding, support and interactions you provide.**

*Make accurate and productive use of assessment*

To meet this standard, you need to demonstrate how you are using the information you gather to inform planning (and assessment going forward). This may differ in some schools and settings with Early Years as there are variations in the approaches to teaching and learning, including in the moment planning.

As you become more competent in using data to plan, you will start to see the value of tracking pupil progress over time.

 You may already be doing lots of this. It might help support your discussion of this standard with your mentor if you are able to make a note of the different ways in which you gather data and how you use it. Evidencing standards in this way can make the difference between grades in some standards.