

Reflective Guidance for Teachers' Standards

Standard 1 Set high expectations which inspire, motivate and challenge pupils

- Is the trainee able to create and maintain a positive, purposeful, safe and secure learning environment?
- Does the trainee establish positive relationships with learners that enable them to inspire, motivate and challenge learners?
- Does the trainee implement the school's policies on equality, discipline, bullying and harassment?
- Can the trainee encourage learners to contribute views, and to reflect on, evaluate and learn from their mistakes?
- Can the trainee resolve conflicts and learners' problems sensitively to protect their self-esteem?
- Does the trainee succeed in teaching learners to cooperate, to collaborate and to listen to others?
- Does the trainee establish high expectations for learner behaviour, and resolve conflicts inside and outside the classroom appropriately?
- Is the trainee able to build learners' confidence?
- Do learners show respect and sensitivity in their relationships with one another and in their responses to the trainee?
- Does the trainee set a good example through the relationships they forge and in their general conduct throughout the school?
- Has the trainee planned work at a suitably high level in relation to age and ability and to external benchmarks such as national curriculum level descriptors?
- Has the trainee planned to meet diverse needs?
- Does the trainee demonstrate an understanding of the needs of minority groups
- Does the trainee encourage a 'can-do' approach?
- Does the trainee communicate and promote positive attitudes, values and behaviour by personal example?
- Does the trainee motivate learner and learner and encourage them to engage in and enjoy learning?

Standard 2 Promote good progress and outcomes by pupils

- Does the trainee know how to set realistic targets for learners, and involve them fully in every aspect of learning?
- Does the trainee know how to monitor individual responses and use discussion and questioning to provide challenges at a variety of levels?
- Can the trainee demonstrate how they have modified their lesson planning in the light of their evaluations of impact?
- Does the trainee adapt their support and strategies according to the age and ability of learners, and according to the subject matter?
- Does the trainee know how to use learner-level and school-level data to gauge the impact of their teaching?
- How does the trainee support learners to develop self-assessment skills?
- How effective is the trainee's feedback to and dialogue with individuals and groups in supporting self-assessment?
- Does the trainee support learners in making judgements about their progress towards meeting learning objectives?
- Does the trainee prepare and use self-assessment tasks and activities to support learners in developing reflective skills?
- Does the trainee have a secure understanding of how learners learn?
- Is the trainee able to make realistic judgements about their impact on the progress of individual learners?
- Does the trainee have evidence to show that the modifications they plan lead to changes in practice?
- Does the trainee seek advice and feedback from experienced colleagues on the impact of their teaching?

Standard 3 Demonstrate good subject and curriculum knowledge

Does the trainee demonstrate that they:

- Have secure subject-related pedagogical knowledge and understanding of the relevant subject?
- Can answer learners' questions confidently and fully?
- Can foster and maintain learners' interest?
- Know and can respond to learners' common misconceptions?
- Have a sufficiently secure knowledge and understanding of relevant curricula, frameworks and initiatives?
- Have knowledge and understanding of any new initiatives applicable to the age range they are training to teach, and make critical use of them?
- Can promote the value of learner scholarship and the value of further learning?
- Can locate relevant resources to help them improve their teaching and wider professional activities?

Standard 4 Plan and teach well-structured lessons

- Does the trainee select and adapt teaching styles and strategies to suit the stage of the lesson, and to suit the learning of individuals, groups and whole classes as appropriate?
- Does the trainee draw on a range of relevant resources when planning?
- Does the trainee plan lessons to take account of the age and ability range of the learners?
- Does the trainee use accurate assessments of learners' progress to inform planning?
- Does the trainee build on learners' prior experience?
- Can the trainee plan for a personalised learning approach?
- Does the trainee support and encourage learners to manage aspects of their own learning?
- Does the trainee engage and challenge learners so that they enjoy learning?
- Does the trainee successfully differentiate teaching to take account of learners' needs?
- Does the trainee manage the timing and pace of lessons?
- Does the trainee intervene effectively to support learning?
- Can the trainee manage unexpected changes of direction or shifts in emphasis?
- Does the trainee plan homework or other out-of-class work to take account of learners' attainment, needs and interests?
- Does the trainee design, assess and record relevant homework to consolidate and extend learning?
- Does the trainee offer learners feedback about their homework including their achievements and targets for improvement?
- Does the trainee use self-reviewing techniques to identify specific ways of improving their practice?

Standard 5 Adapt teaching to respond to the strengths and needs of all pupils

- Is the trainee able to take account of the range of learners' needs through an inclusive approach?
- Does the trainee identify learners' needs and differentiate tasks, activities and resources effectively to support individuals and groups of learners including those with special educational needs, those with disabilities, those for whom English is an additional language, and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- How well does the trainee understand the progress made by individual learners in a lesson or sequence of lessons?
- How well does the trainee apply such understanding in identifying personalised targets for future lessons?
- Does the trainee understand the impact of the design and content of the curriculum on meeting learners' needs, and the extent to which teaching strategies and resources can be modified to provide for personalised learning?
- Does the trainee know how to use the principles and techniques of formative assessment in order to meet the needs of all learners?
- Has the trainee found out about and taken account of the key factors that contribute to the development, progress and well-being of learners, including drawing on evidence from a range of stakeholders?
- Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?
- Is the trainee aware of the extent to which different backgrounds and influences may impact learning both positively and negatively?
- Does the trainee know to whom they should refer for support and advice on EAL including bilingual learners, SEN, disability and diversity, and how to utilise the advice and support?
- Does the trainee understand the connection between a child or young person's behaviour, and changes or difficulties in their personal circumstances?

Standard 6 Make accurate and productive use of assessment

- Does the trainee engage in discussion with experienced colleagues about assessment requirements and arrangements?
- Is the trainee aware of how to moderate and interpret assessments and apply this in practice?
- Is an awareness and understanding of assessment requirements and arrangements evident in the trainee's planning and teaching?
- Is the trainee familiar with ways of preparing learners for assessment activities and is this apparent in practice?
- Is the trainee familiar with the national expectations for learners in the subject, and how learners make progress, based on an understanding of available data sets?
- Does the trainee know and understand how to apply a range of assessment strategies in different contexts and for different purposes?
- Does the trainee know and understand how and why formative assessment can improve learning outcomes and attainment?
- Does the trainee know and understand the value of oral and written feedback and apply this to practice, engaging learners with feedback?
- Does the trainee know and understand the ways that immediate feedback can reinforce learning, challenge understanding, construct ways forward, and help learners to improve? Is this applied in practice?
- Does the trainee know and understand the impact of their feedback, for example on learner engagement, enthusiasm and confidence?
- Does the trainee know and understand the need for learners to understand the purposes of tasks and activities, and how this understanding can support self and peer assessment?
- Does the trainee know and understand the benefits of involving learners in the assessment of their own learning?
- Does the trainee know and understand how assessment relates to intended learning outcomes and use this to generate learners' targets?
- Is the trainee able to set realistic targets for achievement based on the learner level data available to them?
- Can the trainee demonstrate how statistical information can be used to differentiate their teaching and to personalise learning?
- Does the trainee assess learners and set them targets against their achievement of intended learning outcomes and national benchmarks?
- Are learners involved in setting objectives for the development of their own learning?
- Does the trainee provide immediate feedback in order to reinforce learning, challenge understanding, construct ways forward, and help all groups of learners to improve?
- Does the trainee provide oral and written feedback that is accurate and constructive, securing learner engagement and confidence?
- Does the trainee use a range of assessment strategies, and demonstrate an understanding of the impact of formative assessment?

Standard 7 Manage behaviour effectively to ensure a good and safe learning environment

Does the trainee:

- Make use of relevant school policies, such as the school's behaviour policy, to secure appropriate learning behaviours?
- Use the full range of rewards and sanctions fairly and consistently?
- Use praise appropriately?
- Communicate in ways that demonstrate respect for others?
- Employ a range of strategies to secure effective learning behaviours including self-control and independent learning, so that all learners can make progress?
- Employ a range of strategies including working with colleagues across the wider school workforce to secure appropriate learning behaviours and effective progress?
- Establish and maintain effective relationships with learners?
- Ensure that learners know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of the negative behaviours of some learners on teaching, and on the learning of others?
- Use different organisational strategies to support individuals and groups effectively?
- Understand the link between learners' behaviour and their involvement and engagement with a lesson?
- Use high quality teaching resources to engage and involve learners and help to maintain positive learning behaviours?
- Work with colleagues across the wider school workforce to establish a purposeful learning environment?
- Set realistic targets for learners, and involve them fully in every aspect of learning?
- Recognise and take account of the specific needs of individuals and groups of learners?

Standard 8 Fulfil wider professional responsibilities

- What is the nature of the contributions made by the trainee to the wider life and ethos of the school and what impact do these have?

- Does the trainee seek guidance and support from, and communicate positively and effectively with, colleagues and other professionals?
- Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of other colleagues in school and other support professionals?
- How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise?
- Is the trainee aware of how they might contribute to the work of other professionals across the spectrum of learner's services?
- Is the trainee able to contribute to planning when working with others, for example, teaching assistants, peers, coaches or mentors?
- Does the trainee engage with colleagues in the reflection on and discussion of practice?
- Does the trainee brief colleagues sufficiently about the expectations of learners' progress?
- Does the trainee monitor the impact of colleagues' work and provide them with positive and constructive feedback?
- Is the trainee able to identify and reflect on their main strengths and achievements as a trainee teacher, and on the knowledge, skills and expertise they have developed?
- Is the trainee able to critically appraise and justify their own and others' practice in the light of innovation?
- Is the trainee able to develop their own practice as a result of an informed and constructively critical analysis of innovations they encounter?
- Does the trainee seek opportunities to engage in collaborative planning and teaching?
- Is the trainee open to advice and feedback from others including, mentors, tutors and peers, respond positively to constructive criticism?
- Is the trainee able to reflect on and evaluate advice and feedback, demonstrating the ability to develop their professional practice?
- Is the trainee able to articulate the benefits of engaging with others, including parents and carers, in supporting learning and teaching, and raising attainment levels?
- Does the trainee demonstrate sensitivity, for example to ethnic, cultural and religious factors when communicating with parents and carers?

Part Two Personal and Professional Conduct

- Does the trainee display high standards of personal and professional behaviour inside and outside school, including attendance and punctuality?

- Does the trainee establish and maintain sound professional relationships, rooted in mutual respect?
- Is the trainee able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks?
- Is the trainee aware of their responsibilities in relation to, for example, equality legislation and duties and safeguarding?
- Does the trainee seek advice at an appropriate stage in relation to, for example, understanding different faiths and beliefs?
- Does the trainee take appropriate responsibility for their own and learners' well-being in the classroom and during off-site activities or visits?
- Is the trainee able to judge when they may need advice and help in matters of child protection or confidentiality?
- Is the trainee aware of the range of policies that support school practice and does the trainee incorporate these to support their planning, teaching and wider involvement in the life of the school?