PGCE Secondary
School Experience Progress Journal
School Experience 1

Introduction

The purpose of this booklet is to enable and evidence your progress as a trainee throughout a school placement. This is achieved by providing a structure for personalised target setting and the collection of evidence. This booklet is to be used in preparation for and as part of your weekly mentor meetings.

It is your responsibility as a trainee to ensure that this booklet is systematically completed and supporting evidence is collected and suitably organised. Before your weekly mentor meetings you must summarise the evidence which you have collected over the course of the week, against each of the 2012 Teachers' Standards and standard prompts (i.e. 1a, 1b or 1c). Evidence which you refer to here has to be evaluated and stored either physically or electronically. You must then complete the reflection to provide an overview of your professional progress. As part of your meeting the formative descriptor (taken from the BCU tracker: emerging, establishing, embedding or enhancing) should be discussed and agreed for this evidence, and it is your mentor's role to sign and date the evidence as an accurate record of your progress.

Targets from the previous week should be discussed, and it is the mentor's role to indicate in the outcomes box, the extent to which these have been met. For the week ahead, mentor and trainee should then negotiate three targets as next steps of progress. Of these three targets, at least one should be subject specific (based on both the immediate demands of your teaching and your subject knowledge action plan) and one relate to professional practice. It is important that each target is clear about how it will be successfully achieved. The mentor should then reflect on the week and the progress which has been made by adding a comment in the box provided.

Before the weekly mentor meeting	In the weekly mentor meeting	After the weekly mentor meeting
Trainee collects evidence against the Teachers' Standards. Evidence is evaluated (highlighting and annotation supported by the BCU tracker is adequate). Evidence is organised in a clearly structured file, which can be physical or electronic. Trainee writes a brief summary statement in the reflection box.	Previous week's targets are reviewed and mentor confirms progress against these. Listed and collated evidence is discussed, given a formative descriptor then signed and dated by the mentor. Targets for the coming week are negotiated. Mentor comments on the week's progress.	Trainee updates overview of progress against the Teachers' Standards. Trainee puts information into action plans to meet weekly targets. Evidence collection against Teachers' Standards begins in preparation for the next mentor meeting.
As a means of standardisation and moderation across the programme, tutors will review this booklet and the collection of supporting evidence as part of school visits and at suitable University based sessions.		

End of placement:
Engaging in professional self-assessment, the trainee completes the overview and reflection pages in this booklet. Together with the weekly progress journal and supporting evidence, these then support the mentor in completing the end of placement report.

Additional documents are provided on the following pages that will help chart your progress through your professional journey in school. Please following the instructions provided for each document.

Teachers' Standards Check List

Indicate the number and/or quality of claims against each Standard Prompt to monitor progress.

	Number and quality of claims *(e.g. EMB / EST / EST / EMB / EMB / ENH / ENH …)*
Part 1	
S1a	
S1b	
S1c	
S2a	
S2b	
S2c	
S2d	
S2e	
S3a	
S3b	
S3c	
S3d	
S3e	
S4a	
S4b	
S4c	
S4d	
S4e	
S5a	
S5b	
S5c	
S5d	
S6a	
S6b	
S6c	
S6d	
S7a	
S7b	
S7c	
S7d	
S8a	
S8b	
S8c	
S8d	
S8e	
Part 2	
Part 2	

Subject Knowledge Audit

Subject audits are designed to help you match your subject knowledge, skills and understanding to the requirements of teaching your specialist subject in the secondary school, and to identify both your strengths and any 'gaps' that it may be possible and appropriate for you to fill during your studies on the PGCE course. This document will contribute to the creation of a Subject Knowledge Action Plan which will help monitor the development of your subject knowledge throughout initial teacher training.

Each week, of the three targets set, at least one should be subject specific based on both the immediate demands of your teaching and your subject knowledge action plan.

Your subject tutor will provide you with the relevant subject audit which you should insert behind this page.

Notes

Subject Knowledge Action Plan

Based on your subject audit, complete the Subject Knowledge Action Plan to be found on the following page. The areas for development and the related actions will be developed throughout the PGCE programme, and will be monitored by your school-based mentors and your university-based professional development tutor.

Notes

Subject Knowledge Action Plan

Area for Development *from Subject Audit*	**Proposed Action** *Specific actions required to address area for development*	**Timescale** *when actions to be completed*	**Evidence** *Evidence produced or gathered during PGCE to demonstrate actions completed*	**Success Criteria / Application** *Way(s) in which subject knowledge might be used in a teaching and learning context*

Notes

Professional Practice Audit

The intention of this audit is to help you to gain an understanding of the ways in which your experiences and opportunities to date have contributed to your preparedness to address professional practice in a more formal context. There is no expectation that you should have addressed all of these aspects of professional practice; as with all audits, the intention is to identify where you will need to focus your attention. The time that you have spent in educational settings of various kinds will contribute to your understanding of the expectations.

Notes

PGCE Secondary Profession Practice Audit

Section 1. List experiences that you have had in an educational setting (e.g. school) beyond that of a student.

Name of institution	**Nature of your role and brief summary of activities or responsibilities**	**Dates of attendance**	**Attendance pattern** **(eg. Full time, every Wednesday afternoon etc)**

Section 2. List any other relevant experience of working with young people <u>of secondary school age</u> in a role of responsibility

Context of work with young people **(eg. Scouts, Summer Camp)**	**Nature of your role and brief summary of activities or responsibilities**	**Dates of attendance**	**Attendance pattern** **(eg. Full time, every Wednesday afternoon etc)**

Section 3. Tick ONE column to indicate your level of experience in each of the following areas

Aspects of Professional Practice (links to Teachers' Standards)	**Level of Experience.** (tick one column)			
	…little or no understanding or practical experience	…some understanding but limited, if any, practical experience	…some understanding and some practical experience	…good understanding and a good amount of practical experience
Section 3a. General Aspects of Professional Practice This section covers the school framework, its policies and the wider roles and responsibilities of all teachers. It is specifically linked to Standards 1, 7 and 8				
The statutory framework relating to the work of teachers - legal liabilities and professional duties in relation to the well-being of children and young people (1a, 8a, 8b, 8d)				
Policies, practice and responsibilities within the school				
The structure, organisation and roles within the school (8b, 8c, 8e)				
The work of teams and colleagues within the school e.g. Subject teams, Special Needs (8b, 8c, 8d)				
Contributions to whole-school activities (8a, 8e)				
The needs of all pupils in delivery of PSHE / SMSC (5d)				
The responsibilities within the SEND Department (8b)				
Working with other colleagues in the school (8a, 8b, 8c)				
Demonstrating positive and professional relationships with pupils (1a, 1b, 1c. 7a, 7b, 7c, 7d)				

Aspects of Professional Practice (links to Teachers' Standards)	**Level of Experience.** (tick one column)			
	…little or no understanding or practical experience	…some understanding but limited, if any, practical experience	…some understanding and some practical experience	…good understanding and a good amount of practical experience
Section 3b. Professional Practice relating to Planning and Teaching This section covers a range of issues that contribute to effective teaching and learning, including the National Curriculum, associated initiatives, your subject in the school curriculum and national examinations. It is mainly linked to Standards 3, 4 and 5.				
The National Curriculum, its scope, the Programmes of Study and Attainment Targets (3a)				
Your subject in the secondary school curriculum (3a, 3b)				
GCSE examination specifications or similar in your subject (3a, 3b)				
The post 16 curriculum and variety of pathways for progression (3a, 3b)				
Post 16 courses in your subject (3a, 3b)				
Planning lessons and schemes of work to take account of pupils' diverse and individual needs and interests (4e, 5a, 5b, 5c, 5d)				
The safeguarding and promotion of the well-being of children and young people (5a, 5b, 5c, 5d)				
Understand how the development, progress and well-being of learners are affected by a range of factors – intellectual, developmental, social, religious, ethnic, cultural and linguistic (5b, 5c, 5d)				
Teaching effective lessons (1b, 2b, 2d, 2e, 4a, 4b, 4d, 4e, 5a-c, 7a-d)				
Using a range of teaching strategies and resources to meet individual pupil needs (4d, 4e, 5a, 5b, 5c, 5d ,7c)				
Effective use of learning strategies in teaching (4d, 4e, 7c)				
Using a range of classroom behaviour strategies (7a, 7b, 7c,7d)				

Aspects of Professional Practice (links to Teachers' Standards)	**Level of Experience.** (tick one column)			
	…little or no understanding or practical experience	…some understanding but limited, if any, practical experience	…some understanding and some practical experience	…good understanding and a good amount of practical experience
Establishing a purposeful and safe learning environment (1a, 1b, 1c, 7a, 7b, 7c, 7d)				
Progression in pupils' learning across Key Stage 2 to Post-16 (2b, 2d)				
Understanding of literacy and numeracy strategies to teach your own subject (3c, 3di& ii)				
Planning work to extend the learning in out-of-school contexts such as extra-curricular activities and the extended day (4c)				
Teaching over a sustained period of time (4a, 4d, 4e)				
Section 3c. Professional Practice relating to Assessment and Monitoring This section covers overall assessment. It is mainly linked to Standards 2 and 6.				
Assessing pupils against National Curriculum/examination criteria (6a, 6c)				
Using a range of assessment strategies (6a, 6b, 6c, 2b, 2c, 2d)				
Using assessment information to inform your work (2a, 6c)				
Using local and national statistical information to monitor progress (2a, 6c)				
Recording and reporting pupil assessments (2a, 6a, 6c, 6d)				
Self-evaluation of your work to support pupil progression (2d, 6c)				

SEP Journal Tasks

What are School Experience Progress (SEP) Journal Tasks?

- These are a series of directed tasks to help you address the **Teachers' Standards** and to help you become familiar with and develop your professional regard for the ethos, policies and practices of your placement schools. You will receive feedback on the completion of the SEP Journal Tasks and this will provide evidence towards achieving the Standards.

When should my SEP Journal tasks be completed?

- SEP Journal tasks are to be completed during your **school placements**.
- SEP Journal **Tasks 1 – 6** are to be completed in **School 1**. They may be completed with your teaching partner but each of you should submit a copy of the task to your tutor via Moodle before the end of the placement (i.e. December).
- SEP Journal **Tasks 7 – 15** are intended to be completed in **School 2** but may be completed in **School 1** if appropriate opportunities allow. **Tasks 7 – 15** must be completed individually and submitted to your tutor via Moodle before the Easter break.
- The intention is that SEP Journal tasks should be completed during the early part of the placement to help you become familiar with the school.
- You are advised to aim to complete the tasks in the early part of the placement since the demands on your time will increase significantly once your teaching timetable starts.

How are my SEP Journal tasks to be completed?

- SEP Journal tasks are available as Word documents on the University's virtual learning environment (VLE), **Moodle.**
- You will need to download each task to your own computer for completion.
- Once completed, your saved Word document should be uploaded using the electronic **Submission Point** which can also be found on **Moodle**.
- SEP Journal Tasks are not essays! In most cases, brief notes are all that is required as the response to the various parts of each task.
- As a rough guide to the nature and extent of response expected for each task, the following codes are used:

Code A	**Summary**. Bullet points to summarise reading, research or other investigations; lists of facts, figures or references. There may be some short statements that are reflective, evaluative, analytical or expressions of personal opinion.
Code B	**Explanation**. Bullet points or lists, written in sentences, that may summarise circumstances or situations and including more detailed statements that are reflective, evaluative, analytical or expressions of personal opinion.
Code C	**Evaluation**. More detailed responses to tasks, written in prose, to explain or clarify circumstances, reflect, evaluate, analyse or otherwise consider the issue in a balanced and considered manner, possibly referring to wider reading, research or other investigations.

How are my SEP Journal Tasks monitored?

- Once your completed task has been uploaded, an email alert will automatically be sent to your tutor.
- Your tutor will indicate how well each of the tasks has been completed: very well, well, adequately or inadequately. Any tasks graded as inadequate must be revised and re-submitted.
- You will receive an email alert once your tutor has responded.
- You may make reference to the completed SEP Journal tasks in your Weekly Standards Page.

Who can help with these SEP Journal tasks?

- Your Professional and Subject Mentors, and other relevant staff will be able to help you complete these tasks.

In completing all directed tasks, you are reminded of the need to respect anonymity and for professionalism in written responses.

A version of the SEP Journal Tasks is included here for reference purposes and to enable you to start to plan your responses during your time in school.

SEPJ Task 1 – School Profile 1 **Complete this task in School 1 and submit it by the end of the placement.** **This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.** **This task relates directly to Teachers' Standard: Part 2**
Essential reading for this Task: Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 5. Helping Pupils Learn, 5.7, Developing Critical Thinking*.
Background reading for this Task: Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 7 School Management and Leadership*.
Part A: Go to p421 in Capel, Leask and Younie, *Ch 5. Helping Pupils Learn, 5.7, Developing Critical Thinking*. Read the section on "Icons". Look at **Task 5.7.2 "Consider the reception area"** Answer the questions here: (Code A) **1.** X **2.** X **3.** X **4.** X
Part B: *Access school data that will enable you to describe the social, cultural, linguistic, religious, and ethnic profile of the pupils who attend this school. Is there a relationship between this profile and the number of pupils for which the school receives Pupil Premium funding? If there is, describe it here.* (Code A) **Write your Part B Response here:** X
Part C: *Following discussions with Professional and Subject Mentors and other relevant colleagues, explain how this profile impacts on the work of the school. What are the school's particular challenges and opportunities? How is diversity valued in the school as a whole, in the classroom, and in the pastoral system?* (Code C) **Write your Part C Response here:** X

SEPJ Task 2 - The Teacher's Professional Responsibilities – Safeguarding and Wellbeing of Pupils **Complete this task in School 1 and submit it by the end of the placement.** **This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.** **This task relates directly to Teachers' Standard: 8, and Part 2**
Essential reading for this Task: Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012 The Teachers' Standards, DfE, 2011: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf
Background reading for this Task: Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 1 Becoming a Teacher, 1.1, What do teachers do?*
Part A: *Read sections 2.1 & 2.2 in Brooks, Abbott, and Huddlestone. (pp18 – 22 of "The professional framework and professional values and practice", by Ian Abbott) and Part 2 of the Teachers' Standards. Answer in note form Abbott's final question "What is not for sale in your professional life?" Match your answer to this question with Part 2 of the Teachers' Standards. Say briefly (no more than 100 words) if there is a significant degree of overlap between your own values and those of Part 2 of the Standards, and if you have any additional values to those expressed in Part 2.* (Code C)
Write your Part A Response here: X
Part B: *In discussion with your mentors, list the names and roles/responsibilities of other colleagues in the school from whom you should seek information and advice in order to safeguard and promote the well-being of children and young people. For each role/area of responsibility suggest possible information regarding a pupil that you could report to that person, were any information to be discovered.* (Code B)
Write your Part B Response here: X
Part C: *In discussion with Professional or Subject Mentors or other relevant colleagues, and respecting anonymity, outline a case (actual or hypothetical) where a pupil's safety and/or well-being was a cause for concern and outline the steps taken to address the concerns.* (Code B)
Write your Part C Response here: X

SEPJ Task 3 – British Values and the Prevent Strategy

Complete this task in School 1 and submit it by the end of the placement.

This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.

This task relates directly to Teachers' Standard: Part 2

Essential reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 7. Aims of education, 7.1, "Introduction", by Haydon and Heilbronn*.

Part A:
Read Capel, Leask and Younie, Ch 7. Aims of education, 7.1, "Introduction", by Haydon and Heilbronn. On p490 (para 2) you will see a reference to the demonstration and promotion by schools of 'British values'. Haydon and Heilbronn state that much debate has been generated over the phrase 'British values' due to their promotion of rather general qualities such as 'democracy' and the 'rule of law', rather than any particular quality of Britishness that might be ascribed to them. Follow this link to the Department for Education guidance for schools "Promoting fundamental British values as part of SMSC in schools";
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc
Download the Document. Read in particular Section 5, 'Fundamental British values'. State briefly here (no more than 100 words) your own conclusions about the values outlined there. Are they values that you can see will be beneficial to pupils and the wider community, are there any additions to the values shown here that you would suggest in order to make them more beneficial or effective in promoting fundamental British values?
(Code C)

Write your Part A Response here:
X

Part B:
Follow this link to Department for Education advice for schools and childcare providers on the Prevent Strategy:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The section on "Risk Assessment" (p5) states that "The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology." Following discussions with Professional and Subject Mentors and other relevant colleagues detail here the steps that your placement school is taking to comply with this aspect of the guidance.
(Code B)

Write your Part B Response here:
X

Part C:
Follow this link to the Department for Education guidance for schools "Promoting fundamental British values as part of SMSC in schools"
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Download the document. Read in particular Section 6, "Examples of actions that a school can take". Following discussions with Professional and Subject Mentors and other relevant colleagues detail here the steps that your placement school is taking to promote fundamental British values. Are these essentially the same as outlined in the document, or are there differences?
(Code B)

Write your Part C Response here:
X

Part D:
In your pair, plan for your form group/s an age appropriate activity that addresses at least one of the seven points made in the section of "Promoting fundamental British values as part of SMSC in schools" beginning "Through their provision of SMSC, schools should:…..". Discuss your planned activity with the form tutor/s to whom you have been assigned, or with the relevant Head of Year, Head of House or Pastoral Lead in the school. Provide here a description of the activity and, if you have the opportunity to implement it, write a brief evaluation of its effectiveness.
(Code C)

Write your Part D Response here:
X

SEPJ Task 4 – Statutory Frameworks and Curriculum Design

Complete this task in School 1 and submit it by the end of the placement.

This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.

This task relates directly to Teachers' Standard: Part 2

Essential reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 7, The school, curriculum and society, 7.2, the school curriculum*

Background reading for this Task:

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012. Ch 13, 'What should we teach? Understanding the secondary curriculum.

Part A:
Following your reading of the relevant chapter in Capel, Leask and Younie, carry out an audit of your placement school's published documentation that refers to 'the curriculum', and any aims that it has for this. List this documentation here:
(Code A)

Write your Part A Response here:
X

Part B:
Following your reading of the relevant chapter in, Capel, Leask and Younie, outline here how the school is delivering, in practical terms, the National Curriculum and/or its own local KS3/KS4 curriculum. Your answer will include references to such things as the school's timetable and how this reflects the school's academic ethos; subjects, faculties or departments within the school, SMSC, option choices for GCSE subjects, the eBacc, Progress 8, etc.
(Code B)

Write your Part B Response here:
X

SEPJ Task 5 – Primary School, Early Reading and Early Numeracy

Complete this task in School 1 and submit it by the end of the placement.

This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.

This task relates directly to Teachers' Standard: 3

Essential reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 3 Classroom interactions and managing pupils, 3.4, Primary-secondary transitions*

Part A:
Having read the relevant chapter in Capel, Leask and Younie, and following discussion with the relevant staff in the Primary School (there is usually a colleague with responsibility for KS2/3 transition), outline here (no more than 100 words) the steps taken by the school to aid its pupils' successful move to secondary school.
(Code C)

Write your Part A Response here:
X

Part B:
The Government White Paper "The Importance of Teaching" outlines its plan to*:*
"Ensure that there is support available to every school for the teaching of systematic synthetic phonics, as the best method for teaching reading." (2010 p11)
The Paper describes systematic synthetic phonics (SSP) as *"the most effective way of teaching young children to read, particularly for those at risk of having problems with reading" (*2010 p43*)*
https://www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207980
Although a subsequent Education White Paper has been published, ("Educational Excellence Everywhere" DfE, 2016), the recommendations for the implementation of SSP in Primary schools as found in "The Importance of Teaching" are still largely followed.

Visit the following website *The Independent Review of the Primary Curriculum (Rose Review)* and read the section on literacy (pages 56-67). Summarise the points made about early reading.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00499-2009
(Code A)

Write your Part B Response here:
X

Part C:
Based on your observations of lessons and your discussion with class teachers and the school's literacy and numeracy co-coordinators, explain the school's approaches to the development of pupils' early reading and early numeracy.
(Code B)

Write your Part C Response here:
X

Part D:
Based on your response to the tasks above and your observations and discussion in this primary school, suggest strategies that you might implement in your own subject teaching to support 'struggling readers'; i.e. pupils with low levels of literacy and those who lack confidence in reading.
(Code B)

Write your Part D Response here:
X

SEPJ Task 6 – Provision for pupils who have English as an Additional Language or Special Educational Needs and Disabilities

Complete this task in School 1 and submit it by the end of the placement.

This task may be completed with your teaching partner. Both of you should submit a copy of the task to your tutor via Moodle.

This task relates directly to Teachers' Standards: 1, 5

Essential reading for this Task:

Ellis, V., *Learning and Teaching in Secondary Schools*, Sage, 2013. Ch 13 "Special educational needs" and Ch 14 "English as an additional language"

Background reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 4, Meeting Individual Differences, 4.6, An introduction to inclusion, special educational needs and disability*

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012. *Ch 22, Schooling, ethnicity and English as an additional language*

Part A:
Having read the relevant chapters in Ellis, define briefly (no more than 100 words) the differences in teaching approaches that you will take in your teaching to ensure the progress of pupils who have a Special Educational Need or Disability (SEND) and those for whom English is an additional language. Bear in mind that having a Special Educational Need or Disability and having English as an additional language are very different hurdles to be overcome and can bear little relation to each other in terms of the different teaching approaches that are required to support pupils who face each of these learning issues.
(Code C)

Write your Part A Response here:
X

Part B:
The initial part of this task should be completed via *Shareville*.

- Open http://shareville.bcu.ac.uk/index.php You might need to do this from a BCU computer
- Open "Kings Langford North" to visit the Academy
- Hold the left mouse button down while moving the mouse to the left or right to view the area
- Open Kings Langford Academy and use the mouse as before to view the interior of the school
- Visit the Staff Work Area and meet Olivia Edwards, the EAL Lead Practitioner

Read Olivia's email to "All teaching staff"
Read the document "The Distinctiveness of EAL Pedagogy" which can be found in the "EAL Documents" filing cabinet in the staff work area.

Based on your reading and Olivia's conversation and correspondence with you, identify two key messages to carry forward into your own teaching.
(Code B)

List strategies to create a welcoming environment for new students like "Bilal" arriving in your classroom.
(Code A)

Write your Part B Response here:
X

Part C:
Annotate a Unit of Work or Lesson Plan that you have taught to show how it should be adapted to directly meet the needs of pupils for whom English is an additional language (EAL). Consider how language skills are being developed. Use: http://www.naldic.org.uk/ for more information. Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.
(Code C)

Cut and paste a copy of your annotated Unit of Work or Lesson Plan to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the Unit of Work/Lesson Plan clearly. In addition you should print a copy of it to include in your QTS Standards Profile.

Write your Part C Response here:
X

Part D:
Annotate a Unit of Work or Lesson Plan that you have taught to show how it should be adapted to directly meet the needs of a pupil who has a special educational need or a disability. Consider a pupil who is known to you, although in the interests of anonymity the pupil should be referred to in your scheme of work as "Pupil X". Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.
(Code C)

Cut and paste a copy of your annotated Unit of Work or Lesson Plan to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the Unit of Work/Lesson Plan clearly. In addition you should print a copy of it to include in your QTS Standards Profile.

Write your Part D Response here:
X

SEPJ Task 7 – School Profile 2

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.

This task relates directly to Teachers' Standard: Part 2

Essential reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 5. Helping Pupils Learn, 5.7, Developing Critical Thinking*.
And
Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 4. Meeting Individual Differences, 4.4, Responding to Diversity*

Background reading for this Task:

Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 7 School Management and Leadership*.

Part A:
Go to p421 in Capel, Leask and Younie, *Ch 5. Helping Pupils Learn, 5.7, Developing Critical Thinking*.
Read the section on "Icons". Look at **Task 5.7.2 "Consider the reception area"**
Answer the questions here: Compare your response with the response you made for SEPJ Task 1.
(Code A)

1. X
2. X
3. X
4. X

Part B:
Access school data that will enable you to describe the social, cultural, linguistic, religious, and ethnic profile of the pupils who attend this school. Is there a relationship between this profile and the number of pupils for which the school receives Pupil Premium funding? If there is, describe it here.
(Code A)

Write your Part B Response here:
X

Part C:
Following discussions with Professional and Subject Mentors and other relevant colleagues, explain how this profile impacts on the work of the school. What are the school's particular challenges and opportunities? How is diversity valued in the school as a whole, in the classroom, and in the pastoral system? Compare your response with the response you made for SEPJ Task 1.
(Code C)

Write your Part C Response here:
X

Part D:
Your school will collect and analyse data on pupil achievement (KS2 SATs and GCSE etc). Categories of data are likely to include gender, ethnicity, pupil premium and so on. Compare your School 2 placement school's GCSE and A Level data with the national data shown in Tables 4.4.1, 4.4.2, 4.4.3 (2012/13 figures only) and Figure 4.4.1 in Capel, Leask, and Younie, *Ch 4.* ***Meeting Individual Differences, 4.4, Responding to Diversity.*** *If there are significant differences between your placement school's data and the national data shown in Capel Leask and Younie, following discussion with Professional and Subject Mentors and other relevant colleagues, outline here the factors that may be responsible for these differences.*
(Code C)

Write your Part D Response here:
X

SEPJ Task 8 – Behaviour for Learning

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.

This task relates directly to Teachers' Standards: 4, 7

Essential reading for this Task:

Ellis, V., *Learning and Teaching in Secondary Schools*, Sage, 2013. Ch 7, *Managing Behaviour for Learning,* by Child, Douglas and Parsons.

Background reading for this Task:

Dillon, J., Maguire, M., *Becoming a Teacher, Issues in Secondary Education*, McGraw Hill, 4th Ed, 2011, Ch 14, *Call out the troops, discipline and authority*, by Burke, J.

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 3, Classroom interactions and managing pupils, 3.1, Communicating with pupils, 3.2, Motivating pupils, 3.3, Managing classroom behaviour,*

Part A:
Read Ch 7, Managing Behaviour for Learning, in Ellis (2013). Consider the three factors that the authors say research shows that when implemented by the teacher are likely to minimise unacceptable behaviour (p69). In discussion with your Professional Mentor and/or Subject Mentor select a teacher in your placement school whose teaching is known to be "Good" or "Outstanding". This can be either through an Ofsted grading of the teacher's teaching, or through the school's internal appraisal or other accountability system. This teacher may be a member of your subject team, or may be a teacher in another department. Request this teacher's permission to carry out a structured observation of them teaching a lesson. If they are not willing to be observed, thank them for their time taken to discuss the matter with you, and seek another teacher to observe. Use a BCU Lesson Review and Analysis Form to record your observation of the lesson. Record only those aspects of the teaching that fall into the three categories given on p69 of Ellis (2013). State in your observation which of the Teachers' Standards are met at different times in the lesson
(Code B)

For your Part A response copy and paste your Review and Analysis Form here, or if this was written by hand paste a scan of it here:
X

Part B:
Annotate a Lesson Plan for a lesson that you have taught to show where in the lesson you implemented the three factors of teaching that Child, Douglas and Parsons state that research shows when implemented by the teacher are likely to minimise unacceptable behaviour (p69 of Ellis, 2013). Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.
(Code C)

Cut and paste a copy of your annotated Lesson Plan to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the Lesson plan clearly with your name, the date and time of the lesson, the class title, etc. In addition you should print a copy of it to include in your SEPJ:

Paste your Part B Response here:
X

Part C:
In discussion with your Professional Mentor and/or Subject Mentor identify a pupil in your school who presents persistent behavioural problems and discuss their behaviour with your mentors, a pastoral manager or Head of Year. Respecting anonymity, describe:

- *The behavioural problems presented;*
- *Perceived underlying causes of behavioural problems;*
- *Interventions employed by the school to improve this pupil's behaviour;*
- *The effectiveness of these interventions in terms of changing the pupil's behaviour.*
- *What additional steps you would take, if any, if you were to teach this pupil.*

NB: Do not interact with the pupil in person with regard to this SEP Journal Task in any way.
(Code B)

Write your Part C Response here:
X

SEPJ Task 9 – Numeracy and Literacy **Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.** **This task relates directly to Teachers' Standard: 3**
Essential reading for this Task: Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012. Ch 16, '*Literacy across the curriculum*, Gordon, J, and Ch 17, *Numeracy across the curriculum*, Baldry, F., Ingram, J., and Pitt, A.
Background reading for this Task: Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 21, Literacy, Marshal, B.,* and *Ch 22, Numeracy, Askew, A.* Ellis, V., *Learning and Teaching in Secondary Schools*, Sage, 2013. Ch 7, *Managing Behaviour for Learning, by Child, Douglas and Parsons*, *Ch 8, Teaching literacy across the curriculum, Douglas, A*, and *Ch 9, Teaching numeracy across the curriculum, Douglas, A*.
Part A: *Having read "Literacy across the curriculum", Gordon, J., in Brooks, Abbott and Huddlestone (2012), write a brief methodology (no more than 100 words) stating how your subject teaching will develop the literacy of the pupils that you teach.* (Code C)
Write your Part A Response here: X
Part B: *Having read "Numeracy across the curriculum", Baldry, F., Ingram, J., and Pitt, A., in Brooks, Abbott and Huddlestone (2012), write a brief methodology (no more than 100 words) stating how your subject teaching will develop the numeracy of the pupils that you teach.* (Code C)
Write your Part B Response here: X
Part C: *Does your placement school have whole school literacy and numeracy policies? Outline here who in the school is responsible for the formulation and implementation of these policies and how the school holds individual teachers and departments to account for the delivery of the policies.* (Code B)
Write your Part C Response here: X

SEPJ Task 10 – Promoting Pupil Progress

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.
This task relates directly to Teachers' Standards: 1, 2.

Essential reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 3, Classroom interactions and managing pupils, 3.2, Motivating Pupils, Gervis, M., Capel, S.,*

Background reading for this Task:

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 5, Helping pupils learn, 5.1, Ways pupils learn, Burton, D., 5.2, Active learning, Lowe, M., 5.6, Neurodeucation: the emergence of the brain in education, Howard-Jones, P.*

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012, Ch 15, *Raising attainment*, Hayes, S.

Part A:
Read *Ch 3, Classroom interactions and managing pupils, 3.2, Motivating Pupils, Gervis, M., Capel, S., in Capel, Leask and Younie (2016). Consider figure 3.2.2. In discussion with your Professional Mentor and/or Subject Mentor select a teacher in your placement school whose teaching is known to be "Good" or "Outstanding". This can be either through an Ofsted grading of the teacher's teaching, or through the school's internal appraisal or other accountability system. This teacher may be a member of your subject team, or may be a teacher in another department. Request this teacher's permission to carry out a structured observation of them teaching a lesson. If they are not willing to be observed, thank them for their time taken to discuss the matter with you, and seek another teacher to observe. Use a BCU Lesson Review and Analysis Form to record your observation of the lesson. Record those aspects of the teaching that demonstrate how during the lesson the teacher provides "Positive informational feedback" (Control of feedback), and "Giving ownership" (Control of ownership). Record the effect of these strategies on the learning of the pupils concerned. No more than 100 words.*
(Code C)

For your Part A response copy and paste your Review and Analysis Form here, or if this was written by hand paste a scan of it here:
X

Part B:
Read *Ch 3, Classroom interactions and managing pupils, 3.2, Motivating Pupils, Gervis, M., Capel, S., in Capel, Leask and Younie (2016). Consider figure 3.2.1.*
Respecting anonymity, select two pupils who you will be teaching. In discussion with your Subject Mentor select one pupil who your mentor considers to adopt "mastery-approach goals" (Capel, Leask and Younie p163) and one who focusses on "performance avoid goals" (Capel, Leask and Younie p163). The pupils need not be made aware of their selection. Analyse the assessment data of these two pupils for your subject. Come to conclusions about the correlation, if any, between the selected pupils' approaches to learning and their outcomes in your subject as expressed in the assessment data you have analysed.
(Code C)

Write your Part B Response here:
X

Part C:
Annotate a Unit of Work that you are planning for this class showing how you will differentiate the two selected pupils' work and the differing teaching strategies that you will employ in order to promote the two pupils' progress, giving them every opportunity to reach their full potential in this Unit of work.
(Code C)

Cut and paste a copy of your annotated Unit of Work to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the Unit of Work clearly with your name, the dates and times of the lessons, the class title, etc. In addition you should print a copy of it to include in your SEPJ.

Write your Part C Response here:
X

SEPJ Task 11 – the Role of the Form Tutor, Communicating with Parents and Carers
Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.
This task relates directly to Teachers' Standard: 8

Essential reading for this Task:

Ellis, V., Learning and Teaching in Secondary Schools, Sage, 2013. Ch 12, *Pastoral care, personal, social and health education and citizenship, by Mutton, T*

Background reading for this Task:

Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 28, Beyond the subject curriculum: the form tutors' role, Jones, J*.

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012, Ch 24, *Pastoral care and the role of the tutor*, Cane, C.

Part A:
Following discussion with the relevant "Head of Year", "Head of House" or "Pastoral Lead" in your placement school list there the key roles and responsibilities expected of the Form Tutor in the school. As a guide read p128 ***"What are the roles and responsibilities of those involved in pastoral care in schools?"*** *in Ch 12, Pastoral care, personal, social and health education and citizenship, by Mutton, T., in Ellis (2013)*
(Code A)

Write your Part A Response here:
X

Part B:
Outline here how your placement school publicly articulates its pastoral system (for example in any relevant policy documents) and how the pastoral system is organised in the school. For example, is the form group system "vertical" or "horizontal", do the Pastoral Lead and the form tutors have the support of other non-teaching colleagues or do they work alone?, etc. Discuss with the relevant "Head of Year", "Head of House" or "Pastoral Lead" the current strengths of the system and any improvements they are planning in order to more effectively meet the aims of the system as stated in its pastoral policy documents.
(Code B)

Write your Part B Response here:
X

Part C:
Plan for your form group/s an age appropriate activity that meets the stated aims of the pastoral system in your placement school. For example, this could be an activity that celebrates the success either of the group as a whole or individual/s within the group, or the planning of an event or activity that the form group will deliver either to itself or to the Year Group or the House. Discuss your planned activity with the form tutor/s to whom you have been assigned, or with the relevant Head of Year, Head of House or Pastoral Lead in the school. Provide here a description of the activity including a rationale for it within the stated aims of the pastoral system in the school. If you have the opportunity to implement the activity, write a brief evaluation of its effectiveness. No more than 150 words
(Code C)

Write your Part C Response here:
X

SEPJ Task 12 – ICT

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.
This task relates directly to Teachers' Standard: 3

Essential reading for this Task:

Ellis, V., *Learning and Teaching in Secondary Schools*, Sage, 2013. Ch 10, *Teaching ICT across the curriculum*, Douglas, A., Wickens, C.

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 1, Becoming a teacher, 1.4, Using information and communications technology/digital technologies for professional purposes,* Stockford, A.

Background reading for this Task:

Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 26, Information and communications technologies,* Stevenson, I.

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012, Ch 12, *Using ICT to support learning*, Hammond, M.

Part A:
Refer to p105 in Ch 10, Teaching ICT across the curriculum, by Douglas and Wickens in Ellis (2013). Select a Unit of Work or a Lesson Plan that you are planning for delivery to a KS3 class in this placement, and which contains elements of ICT. Audit the ICT elements of the unit of work against the characteristics that Wickens and Douglas say Moseley in "Ways Forward With ICT" (Moseley et al. 1999) states as contributing to learning and teaching. Annotate the Unit of Work or Lesson Plan to show how it meets the four criteria provided by Moseley. Track changes, footnotes, text boxes and different colours are all acceptable ways in which the criteria can be made clear.
(Code C)

Cut and paste a copy of your annotated Unit of Work or Lesson Plan to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the Unit of Work or Lesson Plan clearly. In addition you should print a copy of it to include in your QTS Standards Profile.

Write your Part A Response here:
X

Part B:
Read Ch 1, Becoming a teacher, 1.4, Using information and communications technology/digital technologies for professional purposes, by Stockford, A., in Capel, Leask and Younie (2016). Consider figure 1.4.4. In discussion with your Subject Mentor consider the elements of ICT that Stockford states as possible elements of learning and teaching in your subject area. Discuss with your mentor whether these elements are present in KS3, KS4 and KS5 units of work in your subject in your placement school. In your discussion with your Subject Mentor focus on these three issues:-

1. *Are the elements that Stockland refers to most prevalent in one of the Key stages, or are they evenly spread across the age phases? If so, why is this?*
2. *Does your department face any inhibiting factors in the utilisation of ICT, if so what are these?*
3. *Are there any additional aspects of the use of ICT in your subject that are not listed by Stockford?*

(Code B)

Write your Part B Response here:
X

SEPJ Task 13 – Team Working and Collaboration

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.
This task relates directly to Teachers' Standard: 8

Essential reading for this Task:

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012, Ch 7, *Working with parents and other adults*, Huddlestone and Bills

Part A:
*Read 7.6, **Other adults in the classroom**, (pp95 – 102) of Ch 7, Working with parents and other adults, Huddlestone and Bills in Abbott, Brooks and Huddlestone (2012).*
Consider the glossary of terms that refer to the adults other than teachers who now frequently work in schools (pp 96/97). In consultation with your Professional and Subject Mentors and other relevant colleagues in school, list here the terms that apply in your placement school. Also list here any policies or other documents that the school may publish that indicate the roles and responsibilities of these adults and how teachers are expected to work with them.
(Code A)

Write your Part A Response here:
X

Part B:
*Read 7.6, **Other adults in the classroom**, (pp95 – 102) of Ch 7, Working with parents and other adults, Huddlestone and Bills in Abbott, Brooks and Huddlestone (2012).*
Consider the quote from DCSF circular 2006d:2 (p98). Annotate a Lesson Plan that you have written for a class that you will be teaching during the Block Placement in this school to clearly indicate the opportunities for the involvement of other adults in the classroom. Also state clearly how you have ensured that the support that you have planned will not "hinder the process" of pupils' "constructing their identities as learners".
(Code C)
Cutting and pasting, track changes, footnotes, text boxes and different colours are all acceptable ways in which your annotations can be made clear.

Respond to Part B here by cutting and pasting a copy of your Lesson Plan to this document (below) so that you can upload it to Moodle. Please ensure that you label/title the lesson plan clearly. In addition you should print a copy of it to include in your PDP.
X

Part C:
Visit the following websites and review the documentation for information on the roles of specific colleagues and/or the whole school:

Health and Safety:
https://www.gov.uk/health-safety-school-children

Special Education Needs and Disabilities:
https://www.gov.uk/children-with-special-educational-needs

English as an Additional Language:
https://www.gov.uk/government/publications/developing-quality-tuition-effective-practice-in-schools-english-as-an-additional-language

Attendance:
https://www.gov.uk/school-attendance-absence

Pupil Premium:
https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings

Prevent Strategy:
http://www.preventforschools.org/?category_id=40

In each case, name the member of staff with responsibility for this aspect of school life in your placement school and briefly define any contexts or eventualities in which you may have to collaborate with that colleague.
(Code A)

Write your Part C Response here:
X

SEPJ Task 14 – Assessment and the use of Pupil Data

Complete this task individually in School 1 OR School 2 and submit it to your tutor via Moodle before the Easter break.
This task relates directly to Teachers' Standard: 6

Essential reading for this Task:

Brooks, V., Abbott, I., Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., McGraw Hill, 2012, Ch 10, *Using assessment data to support pupil achievemen*t, Husbands, C.

Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Routledge, 2016. *Ch 6, Assessment, 6.1, What do we know about good practice?,* Haydn, T.

Background reading for this Task:

Dillon, J., Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., McGraw Hill, 2011. *Ch 17, Making assessment work in the classroom,* Harrison, C.

Ellis, V., *Learning and Teaching in Secondary Schools*, Sage, 2013. Ch 6, *Assessment for learning*, Briggs, J., Ellis, V.

Your reading on the subject of "Assessment" will have told you that this is a multi-faceted area of teaching and of education policy and practice as a whole. It is also a contested area characterised by continuous debate and continuously evolving policy. As a teacher you should be aware of these debates and the differing viewpoints on offer. This SEP Journal Task will enable you to research into current assessment practice in your placement school, the rationale for this including how the school sets out to use assessment data to promote pupil progress, and how the school expects teachers to use assessment data in their planning and teaching.

Part A:

Read 10.2 "The range of data available" in Ch 10, Using assessment data to support pupil achievement, Husbands, C., in Abbott, Brooks and Huddlestone (2012). In consultation with your Subject and Professional Mentors and other relevant colleagues, find out what datasets (for example NFER, CEM or FFT, see p136 in Abbott, Brooks and Huddlestone (2012)) your placement school principally uses to help it gather reliable data on how well pupils in the school are doing. Also find out if possible the school's rationale for using one or some datasets over others that are available.

(Code A)

Write your Part A Response here:

X

Part B:

*In Ch 6, Assessment, 6.1, What do we know about good practice?, Haydn, T.in Capel, Leask and Younie (2016), read in particular "**Context: assessment in uncertain and challenging times**". In consultation with your Subject and Professional Mentors and other relevant colleagues, find out how your placement school is approaching the issue of the removal by the Department for Education in England in 2013 of National Curriculum Levels as a way of assessing pupils' attainment and progress. State here the model that the school is now using to assess pupil progress, the kind of data that this produces, and how the school is directing its teachers to use this data as a tool for driving up pupil attainment. Bear in mind that some schools will have continued with a system of reporting on pupil progress through a set of levels that closely resemble the previous National Curriculum levels, others will have found another levelling system and still others will have abandoned any reference to levels.*

(Code B)

Write your Part B Response here:

X

Teachers' Standards

PART ONE: TEACHING

Preamble

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

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Teachers must adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media.

DfE 2012

Notes

BCU Tracker

The following pages include the BCU 'Tracker' which provides descriptors against each of the Standards. The descriptors are designed to be used formatively, so that you and your mentor can agree on the progress that you are making with meeting the Standards each week.

For each entry that you make against the Standards on the Weekly Standards page, and based on the annotated evidence that you provide either physically or electronically, you should decide in advance of the meeting which descriptor best describes your achievement; emerging, establishing, embedding or enhancing.

As part of your weekly meeting with your mentor, be prepared to discuss the formative descriptor and agree between you the best fit. It is your mentor's role to sign and date the evidence as an accurate record of your progress.

To be recommended for the award of QTS you must meet all of the Standards at least at the 'Establishing' level, as indicated by the heavy line between 'Emerging' and 'Establishing'. In order to achieve continued improvement in the quality of your teaching, your target should be to achieve better outcomes, as indicated by the guidance for 'Embedding' and 'Enhancing'.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Teachers' Standards DfE 2012	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS with a `good' grade.	Attainment required to make the judgement for the recommendation for the award of QTS with an `outstanding' grade.

This scale is applied to all of the Part 1 Standards. The Part 2 Standards covering personal and professional conduct is assessed on a pass/fail basis.

Standard 1: Set high expectations which inspire, motivate and challenge learners				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Establish a safe and stimulating environment for learners, rooted in mutual respect • Set goals that stretch and challenge learners of all backgrounds, abilities and dispositions	Is beginning to develop a rapport with individual and/or groups to engage them in learning. Is beginning to develop a safe and stimulating environment. Beginning to encourage learners to participate or contribute. Beginning to recognise appropriate expectations of learners. With support, can maintain a purposeful and safe learning environment.	Develops a rapport with learners/groups so that most are engaged in their learning. Develops a safe and stimulating environment. Routinely encourage learners to participate or contribute; establish an atmosphere conducive to learning by setting high expectations; believe that all learners have the potential to make progress.	Well respected by learners; effectively promoting learners' resilience, confidence and independence when tackling challenging activities. Reliably encourage learners to participate or contribute; establish an atmosphere conducive to learning by setting high expectations of learners that are generally appropriate.	High levels of mutual respect between trainee and learners. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. Constantly encourage learners to participate or contribute; creatively establish an atmosphere highly conducive to learning by setting high expectations of learners that are appropriately differentiated.
• Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners	Positive attitudes, values and behaviour towards learners, colleagues, parents/carers are beginning to develop. Support and enthusiasm for the school ethos, working with learners and/or for teaching and learning are at an early stage.	Demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school; demonstrate enthusiasm for working with learners and for teaching and learning.	Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school. Most learners are enthused and motivated to actively participate in learning.	Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school; generate high levels of enthusiasm, participation and commitment to learning.

Standard 2: Promote good progress and outcomes by learners				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Be accountable for learners' attainment, progress and outcomes	Is beginning to understand teachers' accountability for learners' attainment, progress and outcomes. Is beginning to contribute to this through planning and teaching under supervision.	Understand teachers' accountability for learners' attainment, progress and outcomes; take some responsibility for this with guidance.	Reliably assume responsibility for learners' attainment, progress and outcomes.	Constantly assume a high level of responsibility for learners' attainment, progress and outcomes.
• Plan teaching to build on learners' capabilities and prior knowledge	Short and medium term planning acknowledged the need for learners' progression; is beginning to take account of prior achievement.	Short and medium term planning and teaching demonstrate some understanding of, or provision for, learner progression taking into account prior achievement.	Short and medium term planning reliably considers prior learning of learners; demonstrate sound understanding of the need to develop learner learning.	Demonstrate confident judgement in planning for learner progression both within individual lessons and over time; able to justify a rationale as to how they are building on prior achievement.
• Guide learners to reflect on the progress they have made and their emerging needs	Planning and/or teaching begin to provide tentative opportunities for learners to reflect on their learning. Some learners are provided the opportunity to identify broad progress or learning needs.	Plan lessons that support learners in reflecting on their learning and include suitable opportunities for learners to evaluate and improve their performance.	Regularly provide learners with the opportunity to reflect on specific aspects of their own learning and use this to inform future planning and teaching.	Actively promote engaging and effective methods that support learners in reflecting in detail on their learning. Set appropriately challenging tasks, drawing on sound knowledge of learners' prior attainment.
• Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching	Is beginning to demonstrate an awareness of how learners learn and can select from a basic range of teaching strategies and interventions.	Understand how learners learn and use this understanding to select a range of teaching strategies to facilitate learning and overcome potential barriers to learning for groups of learners using targeted interventions.	Use knowledge and understanding of how learners learn to select effective teaching strategies to encourage independent learning and to set appropriately challenging tasks which enable learners to overcome potential barriers and make good progress. Use well-targeted interventions, routinely checking learners' understanding.	Use detailed knowledge and understanding of how learners learn to select the most effective strategies to encourage independent learning and to set appropriately challenging tasks which enable all learners to overcome potential barriers and consistently make good progress. Consistently anticipate and use well-targeted interventions, systematically and effectively checking learners' understanding.
• Encourage learners to take a responsible and conscientious attitude to their own work and study	Plans for teaching and learning provide some opportunities for potential independent learning.	Plan teaching and learning activities which encourage independent learning, to enable learners/groups to make satisfactory progress.	Effective teaching strategies encourage independent learning and set appropriately challenging tasks which enable the majority of learners to make good progress.	Regularly create opportunities for autonomous learning to enable the majority of learners to make very good progress.

Standard 3: Demonstrate good subject and curriculum knowledge				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings	With support, can apply subject/curriculum knowledge to plan lessons that begin to meet learner needs.	Know and understand subject/curriculum areas applicable to the age of the learners; begin to maintain and develop learner interest.	Well-developed knowledge and understanding of relevant subject/curriculum areas and use this effectively to maintain and develop learners' interest.	In-depth subject/curriculum knowledge used to plan confidently for progression; stimulate and capture learners' interest and motivation for enquiry.
• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Sufficient subject /pedagogical knowledge to be aware of key concepts and errors/ misconceptions; begin to take account of these Recognise the need to clarify and update their subject/pedagogical knowledge as a start to continuing professional development.	Use subject pedagogical knowledge that begins to secure learners' understanding; address key errors/misconceptions. Employ appropriate professional development strategies to develop and extend subject/pedagogical knowledge.	Apply subject/pedagogical knowledge to secure learners' understanding; address errors/misconceptions. Employ appropriate professional development strategies to extend and update subject/pedagogical knowledge.	Apply well developed subject/ pedagogical knowledge to deepen learners' understanding; address errors/misconceptions effectively. Proactive and astutely aware of professional development by extending and updating subject/pedagogical knowledge.
• 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	Recognise the need to promote high standards of communication, reading and writing; can apply to teaching with guidance.	Promote good standards in communication, reading and writing for all learners and begin to exploit relevant opportunities.	Model high standards of written and spoken communication in all professional activities; encourage and support learners to develop these skills.	Model very high standards of written and spoken communication in all professional activities. Successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.
• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	**Where this is applicable:** Developing knowledge and understanding of some key principles and practices of teaching and assessing reading, including systematic synthetic phonics; beginning to apply with support.	**Where this is applicable:** Sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics; beginning to apply this.	**Where this is applicable:** Secure knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics; applying this effectively.	**Where this is applicable:** Very strong understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics; applying this very effectively.
• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	**Where this is applicable:** Developing knowledge and understanding of some key principles and practices of teaching and assessing early mathematics; beginning to apply with support.	**Where this is applicable:** Sufficient knowledge and understanding of the principles and practices of teaching and assessing early mathematics; beginning to apply this.	**Where this is applicable:** Secure knowledge and understanding of the principles and practices of teaching early mathematics; applying this effectively.	**Where this is applicable:** Very strong knowledge and understanding of the principles and practices of teaching early mathematics; applying this very effectively

Standard 4 Plan and teach well-structured lessons				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Impart knowledge and develop understanding through effective use of lesson time	Can employ teaching strategies/resources from a basic range. Lessons show some structure that can help learners to develop knowledge, skills and understanding.	Employ a range of teaching strategies and resources; plan individual lessons that are appropriately structured to support learners in developing their knowledge, skills and understanding.	Show a willingness to try out a range of approaches to teaching and learning; plan lessons that take account of learners' needs and interests through differentiated learning outcomes and matched activities/resources.	Plan lessons that use well-chosen imaginative and creative teaching and learning strategies that engage all learners' interests and curiosity.
	Pace of learning is developing; understands the need to create an environment where learners are engaged.	Pace of learning sometimes adapted in response to learners' needs; creating an environment in which learners are usually engaged.	Pace of learning routinely meets the needs of learners; creating an engaging environment.	Pace of learning is varied and creatively used.
• Promote a love of learning and learner's intellectual curiosity	Parts of lessons can motivate, inspire and enthuse learners	Lessons usually motivate, inspire and enthuse learners in their love of learning	Lessons actively motivate, inspire and enthuse learners in their love of learning.	Lessons consistently motivate, inspire and enthuse learners in their love of learning.
• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired	With support, can design and set some appropriate homework/other out of class activity that contributes to learners' progress.	Design and set appropriate homework/other out of class activities to sustain learners' progress and consolidate learning.	Homework/other out of class activities are creatively planned to enable learners to make good progress and consolidate learning.	Wide-ranging and inspiring homework/other out of class activities engage learners to facilitate very good levels of progress and consolidation of learning.
• Reflect systematically on the effectiveness of lessons and approaches to teaching	Is beginning to evaluate and reflect on own teaching and recognises the need to develop practice and improve the impact on learners.	Evaluate successful and less effective lessons with some reference to impact on learners; using this to further develop practice.	Systematically evaluate the effectiveness of their practice and its impact on learners, using this to adapt future practice.	Critically evaluate their practice in a highly reflective way; accurately judge the impact of teaching on learners; use this to inform future practice.
• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Where appropriate, in collaboration with school colleagues, contribute tentatively to curriculum planning that will foster learner engagement.	Make appropriate contribution to curriculum planning that will support learner engagement	Make a positive contribution to the development of curriculum planning and resources.	Show initiative in contributing to curriculum planning and developing and producing effective learning resources.

Standard 5: Adapt teaching to respond to the strengths and needs of all learners				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively.	Beginning to recognise the different needs and strengths of learners; begin to differentiate with support so that learners make satisfactory progress.	Recognise the different needs and strengths of learners; uses some differentiation so that learners make satisfactory progress.	Routinely recognises the different needs and strengths of learners; reliably uses differentiation to meet the needs of learners to facilitate good progress.	Quickly and accurately discern learners' strengths and needs; proactive in creatively using differentiation strategies.
• Have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these.	Initial recognition of some potential barriers to learning and begin to suggest strategies to address them.	Recognise a range of potential barriers to learning and begin to use strategies to address them.	Understand how to deal with barriers to learning through application of well-targeted interventions and appropriate deployment of support staff.	Have a good understanding of a range of barriers to learning; employ a range of effective intervention strategies to secure progress for learners/groups; focused deployment of support staff.
• Demonstrate an awareness of the physical, social and intellectual development of learner, and know how to adapt teaching to support learners' education at different stages of development. • Have a clear understanding of the needs of all learners, 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.	Basic awareness of physical, social and intellectual needs at different stages of development. With support is able to suggest different teaching approaches to engage or support the range of learners.	Sound understanding of physical, social and intellectual at different stages of learners' development in planning and teaching; able to implement distinctive teaching approaches to engage and support learners with particular needs, e.g. EAL, SEND, G&T.	Account is taken of physical, social and intellectual needs at different stages of learners' development in planning and teaching; effective evaluation of distinctive teaching approaches to engage and support learners with particular needs, e.g. EAL, SEND, G&T.	Creative approaches are used in response to physical, social and intellectual needs at different stages of learners' development in planning and teaching. Astute evaluation of distinctive approaches to engage and support learners with particular needs, e.g. EAL, SEND, G&T.

Standard 6: Make accurate and productive use of assessment				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Basic understanding of statutory assessment requirements for the subjects and age phases taught. Recognises the need for accurate assessment against national benchmarks.	Secure understanding of statutory assessment requirements for the subjects and age phases taught. Assessments broadly accurate against national benchmarks with support.	Good understanding of statutory assessment requirements for the subjects and age phases taught. Assessments accurate against national benchmarks.	Excellent understanding of the statutory assessment requirements for the subjects and age phases taught. Confidently and accurately assess learners' attainment against national benchmarks.
• Make use of formative and summative assessment to secure learners' progress.	Planning and teaching make use of a basic range of formative and summative assessment strategies that indicate that learners make some progress.	Planning and teaching informed by a developing range of formative and summative assessment strategies to ensure learners make satisfactory progress.	Employ a range of appropriate formative and summative assessment strategies effectively and adapt teaching within lessons in light of learners' responses.	Employ a range of assessment strategies very effectively in their day to day practice to monitor progress and inform future planning. Systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.
• Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Show a basic understanding that school and pupil data is used to set targets for groups and individuals; with support uses data to identify next steps in learning.	Understand how relevant school and pupil data is used to set targets for groups and individuals; use that knowledge to monitor progress.	Use relevant school and pupil data to set targets for groups and individuals; use data to monitor and secure progress.	Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress.
• Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.	With support, provide some feedback orally and/or through marking to help learners identify next steps; some opportunities are provided for learners to respond to feedback.	Provide appropriate feedback both orally and through marking to help learners make progress; learners given opportunities to respond to feedback	Assess learners' progress accurately and provide regular and constructive feedback both orally and through marking; learners encouraged to respond to feedback.	Assess learners' progress accurately and provide consistent and precise feedback both orally and through marking; learners supported in responding to feedback.

Standard 7 Manage behaviour effectively to ensure a good and safe learning environment				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Understands the school's behaviour policy and beginning to apply rules and routines; is aware of the responsibility for promoting good and courteous behaviour in the classroom and, to some extent, around the school.	Work within the school's behaviour policy and can apply rules and routines consistently and fairly; take opportunities to promote good and courteous behaviour in the classroom and around the school.	Use the school's behaviour policy to apply rules and routines consistently and fairly; consistently promote good and courteous behaviour in the classroom and around the school.	Confidently use the school's behaviour policy; applying rules/routines consistently and fairly; actively encourage learners to behave well and display high levels of courtesy in the classroom and around the school.
• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them	Usually manages classes appropriately with regard to expectations of behaviour and is beginning to use some strategies including sanctions, rewards and praise to minimise disruption; learners are usually involved and motivated.	Manage classes effectively with regularly high expectations of behaviour; use a range of strategies including sanctions, rewards and praise allowing lessons to flow smoothly so that disruption is unusual; learners are involved and motivated	Manage classes effectively with routinely high expectations; use a range of strategies, including sanctions, rewards and praise to promote positive attitudes towards the teacher, their learning and each other to establish a purposeful learning environment; learners are involved and highly motivated.	Manage classes effectively with consistently high expectations; use a range of strategies, including sanctions, rewards and praise to promote very high levels of engagement, collaboration and cooperation; create an environment highly supportive of learning; learners are consistently involved and highly motivated.
• Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.	Beginning to establish positive relationships with learners and appropriate authority. Recognises the need for additional support in addressing the needs of learners where significantly challenging behaviour is demonstrated	Establish good relationships with learners and mostly exercise appropriate authority; with some independence seek additional support in addressing the needs of learners where significantly challenging behaviour is demonstrated.	Develop and maintain good relationships with learners and consistently exercise appropriate authority; seek additional support in addressing the needs of learners where significantly challenging behaviour is demonstrated.	Highly effective relationships with learners established and consistently/confidently exercise appropriate authority; actively seek targeted support in addressing the needs of learners where significantly challenging behaviour is demonstrated

Standard 8 Fulfil wider professional responsibilities				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**
• Make a positive contribution to the wider life and ethos of the school	Beginning to understand the school ethos. With prompts can contribute to the wider life of the school.	Support the ethos of the school, showing an inclination to contribute to the wider life of the school in appropriate ways.	Regularly contribute to the wider life and ethos of the school.	Proactively contribute in a significant way to the wider life and ethos of the school.
• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Beginning to build professional relationships with colleagues; basic skills in working collaboratively; recognises the need to seek information/advice from specialist staff about learners' needs.	Can build professional relationships with colleagues and can work collaboratively; with some independence seeks information/advice from specialist staff about learners' specific needs.	Effective in building good professional relationships with colleagues and work well collaboratively; seek advice from relevant professionals in relation to learners' specific needs.	Build strong professional relationships and effectively collaborate with colleagues on a regular basis; proactively seek advice from relevant professionals in relation to learners' specific needs.
• Deploy support staff effectively	Beginning to communicate with support staff and direct the supporting of learning.	Communicate with and direct support staff to assist in supporting learning.	Take responsibility for effectively deploying support staff in their lessons in supporting learning.	Take responsibility for creatively deploying support staff in lessons to support the full range of learners with their learning.
• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Describes professional practice; with support can identify basic development targets and suggest ways to address these. . Responds to direction from colleagues.	Evaluate professional practice to identify development targets and opportunities to address these; respond well to advice from colleagues.	Actively evaluate professional practice to identify challenging targets; actively seek and value feedback from colleagues, using it to develop professional practice.	Critically evaluate professional practice to identify challenging/focused targets; deliberately seek out wide-ranging opportunities to develop professional learning; respond positively and proactively to advice/feedback from colleagues.
• Communicate effectively with parents with regard to learners' achievements and well-being.	With support and guidance, can communicate with parents/ carers about learners' achievement and/or well-being.	Communicate with parents/carers in relation to learners' achievements and well-being.	Communicate effectively with parents/carers in relation to learners' achievements and well-being.	Astute communication with parents/carers in relation to learners' achievements and well-being.

Part 2 Demonstrate consistently high standards of personal and professional conduct.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

•

All trainees to be awarded QTS demonstrate high standards of professional behaviour and that:

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and learners. They have regard to the need to safeguard learners' well-being, in accordance with statutory provisions. They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.
They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.

They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for learners with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document. They understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media.

Weekly Standards and Targets Pages

Weekly Standards Page Week Beginning 19th September 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 19th September 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 26th September 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	Evidence Item	Formative Grade	Sign & Date
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 26th September 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 3rd October 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

Weekly Targets Page Week Beginning 3rd October 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 10th October 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	Evidence Item	Formative Grade	Sign & Date
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

Weekly Targets Page Week Beginning 10th October 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 17th October 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 17th October 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

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Mid-Point Review

Name of Trainee:		Subject:	
School:			
Mentor:		BCU Tutor:	

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given (e.g. after school clubs). Attainment must be accurate and not overstated.

Process to be followed:

1. Consider the trainee's attainment to date as reflected in the preceding weekly pages.
2. Underline in **blue** ink the descriptors in the Tracker on pages 36-45 in this book to indicate the trainee's attainment to date. Underlining is likely to span more than one level of the descriptors
3. Based on the underlining, summarise attainment in descriptors in the grid below on best fit basis
4. Complete the remaining sections and set targets, as appropriate.

Indicate achievement to date using the descriptors in the tracker **Standard**	Tick descriptor achieved to date			
	EMG Emerging	**EST** Establishing	**EMB** Embedding	**ENH** Enhancing
1 Set high expectations which inspire, motivate and challenge pupils				
2 Promote good progress and outcomes by pupils				
3 Demonstrate good subject and curriculum knowledge				
4 Plan and teach well-structured lessons				
5 Adapt teaching to respond to the strengths and needs of all pupils				
6 Make accurate and productive use of assessment				
7 Manage behaviour effectively to ensure a good and safe learning environment				
8 Fulfil wider professional responsibilities				
Overall attainment at the Mid-point Review				

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved:		Not yet achieved:	

Mid-Point Review

Key areas of **strength** to date	**Standards**

Any areas requiring **attention** to ensure progress in the next part of the placement

Area and Standard	**Action required**	**Success criteria**	**Cause for Concern? (Y/N)**

In the light of the information above, is an **Individual Support Plan** required to address areas of concern? (Y/N)	

Trainee's Signature: ..... **Mentor's Signature:** .....

Date ..... **Date:** .....

BCU will require a copy of the completed Mid-point Review by **21st October 2016**

Weekly Standards Page Week Beginning 31st October 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 31st October 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 7th November 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	Evidence Item	Formative Grade	Sign & Date
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 7th November 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

PGCE Secondary
School Experience Progress Journal
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Weekly Standards Page Week Beginning 14th November 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

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Weekly Targets Page Week Beginning 14th November 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 21st November 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

PGCE Secondary
School Experience Progress Journal
School Experience 1

Weekly Targets Page Week Beginning 21st November 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 28th November 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

PGCE Secondary
School Experience Progress Journal
School Experience 1

Weekly Targets Page Week Beginning 28th November 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 5th December 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

PGCE Secondary
School Experience Progress Journal
School Experience 1

Weekly Targets Page Week Beginning 5th December 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Weekly Standards Page Week Beginning 12th December 2016

		Evidence Summary Brief outline of your achievement against the Standards this week	**Evidence Item**	**Formative Grade**	**Sign & Date**
S1	A B C				
S2	A B C D E				
S3	A B C D E				
S4	A B C D E				
S5	A B C D				
S6	A B C D				
S7	A B C D				
S8	A B C D E				
P2	A B C				

PGCE Secondary
School Experience Progress Journal
School Experience 1

Weekly Targets Page Week Beginning 12th December 2016

Reflection on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting.

Targets for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes:
✓✓ = fully met ✓ = Partially met, carry forward to next week ✗ = not met, carry forward to next week

Standard	**Target / Objective** Set 3 targets; at least 1 subject (see subject audit) and 1 professional	**Evidence of successfully achieving target**	**Outcome**

Mentor comment on trainee's progress

Trainee signature: .....

Mentor signature: .....

Date: .....

Tutor Check

Notes

End of Placement Reflection

> *"Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning – heading towards seeing the bigger picture. Reflection is equally useful when our learning has been unsuccessful – in such cases indeed reflection can often give us insights into what may have gone wrong with our learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general."*
>
> *(Race, 2006 http://escalate.ac.uk/resources/reflection/index.html)*

Review your progress with each of the Teachers' Standard by looking back through your School Experience Progress Journal weekly pages. In the light of the above quotation, reflect on your achievements so far by completing the following reflection pages.

Notes

End of Placement Reflection

S1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Additional returns to be added once template complete

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

S8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

End of Placement Reflection

Part 2 Demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Next Steps for this Standard

Trainee signature: .....

Tutor signature: .....

Date: .....

Notes

End of Placement Report

Notes

End of Placement Report

School 1 Placement 2016: Please submit this report by **15th December 2016**

- **This is a summative report of the trainee's attainment at the end of the School 1 placement.**

- **The report must be an accurate reflection of attainment against the Teachers' Standards.**

- **The report must not seek to reward effort or intention; neither should it be used as a motivator or an expression of thanks for help given to the department/school by the trainee.**

- **Complete the report by considering the trainee's attainment against the descriptors for each Standard in this placement:**

1. In the left-hand column, please underline all those statements that best describe the trainee's work.
2. Please note that the text for 'Embedding' and 'Enhancing' describe attainment sequentially in addition to that described in 'Establishing' and 'Emerging'.
3. In the right-hand column, please write an evaluative comment that provides some context for the trainee's attainment including, where possible, exemplification. Please also indicate next steps for the trainee in addressing that Standard in their on-going professional development.
4. In the light of attainment against the descriptors and the evaluative comment, please provide a single summative grade for that Standard by circling the appropriate grade ("EMG", "EST", "EMB" or "ENH")
5. Part 2 of the Standards is assessed on a pass/fail basis only

S1. Set high expectations which inspire, motivate and challenge pupils	**Best Fit Grade: EMG EST EMB ENH *(circle)***
Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. There are high levels of mutual respect between the AO teacher and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning. Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school; generate high levels of enthusiasm, participation and commitment to learning.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different learning contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school. Most learners are enthused and motivated to actively participate in learning.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S2. Promote good progress and outcomes by pupils **Best Fit Grade: EMG EST EMB ENH *(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S3. Demonstrate good subject and curriculum knowledge **Best Fit Grade: EMG EST EMB ENH** ***(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing. If teaching early reading they have an in-depth understanding of systematic phonics and if teaching early mathematics they have an in-depth understanding of different teaching strategies.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities if teaching early reading they have a well-developed understanding of systematic phonics and if teaching early mathematics they have a well-developed understanding of different teaching strategies.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, if teaching early reading they have an understanding of systematic phonics and if teaching early mathematics they have an understanding of different teaching strategies.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S4. Plan and teach well structured lessons **Best Fit Grade: EMG EST EMB ENH *(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests and engage all learners. Pace of learning is varied and creatively used. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning and can respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They review and reflect on their own planning and teaching to prepare future activities and tasks. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work, and curriculum frameworks.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S5. Adapt teaching to respond to the strengths and needs of all pupils	**Best Fit Grade: EMG EST EMB ENH *(circle)***
Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. Have a good understanding of a range of barriers to learning and employ a range of effective intervention strategies to secure progress for learners/groups and support staff are deployed effectively. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners with particular needs.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They have a developing understanding of the needs of all pupils and are able to articulate different teaching approaches and strategies needed to engage and support pupils with particular needs. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S6. Make accurate and productive use of assessment **Best Fit Grade: EMG EST EMB ENH *(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught. They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress. They assess learners' progress accurately and provide consistent and precise feedback both orally and through marking and they support learners in responding to feedback.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these and school and pupil level summative data to set targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They have a secure understanding of the statutory assessment requirements for the subjects and the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is often informed by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They understand how school and pupil level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S7. Manage behaviour effectively to ensure a good and safe learning environment	**Best Fit Grade: EMG EST EMB ENH *(circle)***
Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning so that disruption is unusual and learners are involved and motivated. They can establish good relationships with learners and mostly exercise appropriate authority and they understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

S8. Fulfil wider professional responsibilities **Best Fit Grade: EMG EST EMB ENH *(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They critically evaluate their professional practice to identify challenging/focused targets and deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.	**Achievements:**
Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They regularly contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively with parents and carers in relation to pupils' achievements and well-being.	
Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct support staff deployed in their lessons. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.	**Next Steps:**
Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.	

Part 2. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Best Fit: **Achieving** **Not Achieving** ***(circle)***

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	**End Point Report - completed by mentors.** Please comment on the trainee's achievements and progress with this Standard and suggest next steps
Achieving Trainee teachers achieving the Standard at this level will have demonstrated that: They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity. They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They adhere to school policies and practices, including those for attendance and punctuality. They have a broad understanding 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 equality legislation. They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.	**Achievements:**
Not Achieving Trainee teachers achieving the Standard at this level will have demonstrated that: They inconsistently demonstrate a commitment to the teaching profession. They are not consistent in developing appropriate professional relationships with colleagues and pupils. They do not fully understand the need to safeguard pupils' well-being, in accordance with statutory provisions. They do not fully understand that, by law, schools are required to teach a broad and balanced curriculum and they do not always take responsibility to develop learners' wider understanding of social and cultural diversity. They do not always take an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They do not always fully adhere to school policies and practices, including those for attendance and punctuality. They have not yet developed a broad enough understanding 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 equality legislation. They are not fully aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.	**Next Steps:**

Key areas of **strength** to date	**Standards**

Any areas requiring **attention** to ensure progress in School 2

Area and Standard	**Action required**	**Success criteria**	**Cause for Concern? (Y/N)**

In the light of the information above, should the an Individual Support Plan be put in place to address any of the areas above that are a cause for concern? (Y/N)	

Trainee's Signature: ..... **Mentor's Signature:** .....

Date ..... **Date:** .....

BCU will require a copy of the completed Mid-point Review by **15th December 2016**

Notes