 **BA (Hons) Primary Education with QTS**

**School of Education and Social Work**

**BA1 Professional Development Journal**

**for the Teachers’ Standards**

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| **Trainee Name:** |
| **Year of Entry:** |
| **PDT:** |

**Reflective statements in relation to the Teachers’ Standards**

Your PDP will have a separate section for each of the eight Teachers’ Standards and also for Part 2: Personal and Professional Conduct

You must add appropriate reflective statements throughout each academic year based on your faculty based training and your school-based work to show how your knowledge and understanding in relation to the standards has developed during this time in order to complement the developments that take place during a teaching practice.

***What should a reflective statement look like?***

* Identify your strengths in relation to the standard and how you have demonstrated it in that context; highlighting what you have learned.
* Reflect on the impact of this on your professional development and promotion of pupil learning.
* Include a comment which states how you could enhance your demonstration or develop this standard further in future practice.

There are some examples of reflective statements on pages 4 and 5 of this booklet.

**This reflection booklet and subsequent booklets for the second and third year of your course should be kept at the front of your PDP.**

**Please keep a record of your progress by highlighting the appropriate statements based on the judgements agreed following your first block placement and your second block placement.**

**This PDP is your responsibility as a trainee and you should make sure that you complete reflective statements as part of your professional practice routine. You should, where appropriate, ask others involved in your support to contribute but this must be driven by you. Your PDP file should also be shared and discussed at every meeting with your Personal Development Tutor. These discussions should include reflections relating to both faculty and school based training, depending on the time of each meeting. You should meet with your PDT at least once a term. To support this you should ensure the relevant pages are signed.**

**Evidence to support your reflections and your achievement of the Teachers’ Standards**

**Throughout your time at Birmingham City University you will build up a portfolio of evidence to support your achievement of each of the Teachers’ Standards as part of your PDP.**

It is important that you keep a range of carefully selected evidence. This evidence can come from a variety of sources including the following:

* University based training (notes and materials from taught sessions, assignments and feedback sheets, audits, directed tasks, notes and reflections from your own independent study);
* Lesson plans that you have used during School Based Training (SBT);
* Examples of detailed weekly evaluations and lesson evaluations you have written;
* Examples of children’s work that has been marked/assessed including feedback you have provided to support children’s progress;
* Examples of records of children’s progress and other forms of assessment and monitoring used to support progress;
* Notes from professional discussions

**Each piece of evidence should be included in the appropriate section of your PDP. Please annotate each piece of evidence to indicate clearly why you have selected it as evidence towards each particular standard.**

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| **Example S7 Manage behaviour effectively to ensure a good and safe learning environment** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| 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 learners’ needs in order to involve and motivate them  Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. | Through experience in various schools I have discovered many different strategies for managing behaviour, both for rewarding and sanctioning. Personal experience tell me that all children are different and each class or school is different to the next. When sanctioning negative behaviour, consistency is very important. In general class rules, rewards and sanctions are sufficient to keep control of a class. If the class is well ordered the children will generally make better progress in their learning.  However, on occasion it may be necessary to devise individual plans for individual children. Ultimately, it is the responsibility of the class teacher to understand their class and find the best strategy to manage behaviour whilst still following the school ethos. I put in place a separate reward system for one particularly challenging child and he responded very well to this which I was very pleased about. He got more work done and made better progress as a result of this.  When I went into school I found out the behaviour management policy and the various behaviours within the class in order to implement my own strategies effectively. I tried to make sure that I was using the school’s system of rewards and sanctions consistently. |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2**  Following feedback from the teacher I am going to be more assertive when I am speaking to the whole class. I am going to make sure that I speak more clearly and confidently when giving instructions and explaining things. | **Targets/Areas for Development for BA2 SBT** |

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| **Example S4 Plan and teach well-structured lessons** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Impart knowledge and develop understanding through effective use of lesson time  Promote a love of learning and learner’s intellectual curiosity  Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners 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). | Following on from my reflections from my attachment days and from sessions in university about planning, I spent some time looking at plans from different teachers and consulted school policy. I used this research to test out different approaches in my own planning.    My timings during lessons were generally fine, occasionally I would get caught out and things would take a bit longer or shorter than I had anticipated, but generally it was good. I need to make sure that I have planned extension activities to support the progress of those children who would benefit from an extra challenge.  I also made a good attempt at stimulating my class’s curiosity by using different methods. For example, to teach the food pyramid I drew a big triangle on the floor and children had to put the food in the correct section of the triangle. I also used technology, namely PowerPoint and YouTube to stimulate curiosity during lessons. I need to do this more to make the learning clearer to the children. |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2**  I am going to try and include more practical and visual resources to support my teaching and the children’s learning. I will also make key teaching points and key questions clearer on my planning. | **Targets/Areas for Development for BA2 SBT** |

BA QTS Year One - Record of Professional Development Meetings

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| **Autumn Term** | **Trainee**  **Signature** | **PDT/FLT**  **Signature** | **Comments** |
| **PDT Tutorial** |  |  |  |

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| **Spring Term** | **Trainee**  **Signature** | **PDT/FLT**  **Signature** | **Comments** |
| **PDT Tutorial** |  |  |  |

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| **Summer Term** | **Trainee**  **Signature** | **PDT/FLT**  **Signature** | **Comments** |
| **PDT Tutorial** |  |  |  |

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| **S1: Set high expectations which inspire, motivate and challenge learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| Establish a safe and stimulating environment for learners, rooted in mutual respect  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners | Is beginning to establish a safe and stimulating environment for pupils.  Is beginning to set goals for pupils of all backgrounds, abilities and dispositions.  Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.  Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.  Sets goals that stretch, challenge and motivate pupils.  Uses strategies to support the learning and progress of underperforming groups.  Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.  Consistently sets goals that stretch, challenge and motivate pupils.  Uses effective strategies to support the learning and progress of underperforming groups.  Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |

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| **S1: Set high expectations which inspire, motivate and challenge learners** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Establish a safe and stimulating environment for learners, rooted in mutual respect  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S2: Promote good progress and outcomes by learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| Be accountable for learners’ attainment, progress and outcomes  Plan teaching to build on learners’ capabilities and prior knowledge  Guide learners to reflect on the progress they have made and their emerging needs  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Encourage learners to take a responsible and conscientious attitude to their own work and study | Is beginning to take accountability for pupils’ attainment, progress and outcomes.  Is beginning to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is beginning to plan teaching to build on these.  Is beginning to guide pupils to reflect on the progress they have made and their emerging needs.  Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is able to take accountability for pupils’ attainment, progress and outcomes.  Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these.  Majority of pupils make at least expected progress.  Is able to guide pupils to reflect on the progress they have made and their emerging needs.  Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study | Is accountable for pupils’ attainment, progress and outcomes  Has a good understanding of the pupils’ capabilities and their prior knowledge.  Assesses pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.  Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.  Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.  Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Is consistently accountable for pupils’ attainment, progress and outcomes.  Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  Demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.  Majority of pupils make good, and some outstanding progress.  There is evidence of monitoring the gaps between disadvantaged and other pupils and some data to suggest these gaps are beginning to narrow.  Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.  Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.  Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. |

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| **S2: Promote good progress and outcomes by learners** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Be accountable for learners’ attainment, progress and outcomes  Plan teaching to build on learners’ capabilities and prior knowledge  Guide learners to reflect on the progress they have made and their emerging needs  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Encourage learners to take a responsible and conscientious attitude to their own work and study |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S3: Demonstrate good subject and curriculum knowledge** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners’ 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  *\*The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’.* | Is developing knowledge of the relevant subject(s) and curriculum areas, is beginning to foster and maintain pupils’ interest in the subject, and with support addresses misunderstandings.  Is beginning to demonstrate understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship.  Is beginning to 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.  Is beginning to, if teaching early reading, demonstrate an understanding of systematic synthetic phonics.  Is beginning to, if teaching primary mathematics, demonstrate an understanding of appropriate teaching strategies. | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings.  Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.  Is able to 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.  Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.  Is able to, if teaching primary mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Teaches well, demonstrating good subject and curriculum knowledge and phase expertise.  Works within the current curriculum.  Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest.  Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.  Much of the time promotes the value of scholarship.  Demonstrates a good understanding of how to develop the reading, writing and communication skills of the pupils they teach.  Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject.  Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.  Demonstrates a good understanding of strategies for the teaching of primary mathematics. Trainee can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress. | Consistently teaches exceptionally well, demonstrating: strong subject and curriculum knowledge and phase expertise.  Is confident to work within the current curriculum.  Demonstrates the ability to address misunderstandings and maintain pupils’ interest.  Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.  Consistently and effectively promotes the value of scholarship  Consistently demonstrates a thorough understanding of how to teach reading, writing, and communication skills effectively to enhance the progress of pupils they teach.  Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist.  Trainee can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of primary mathematics. Trainee can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. |

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| **S3: Demonstrate good subject and curriculum knowledge** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners’ 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  *\*The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’.* |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S4 Plan and teach well-structured lessons** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| Impart knowledge and develop understanding through effective use of lesson time  Promote a love of learning and learner’s intellectual curiosity  Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners 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). | Is beginning to impart knowledge and develop understanding through use of lesson time.  Is beginning to promote a love of learning and children’s intellectual curiosity.  Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  Is beginning to reflect on the effectiveness of lessons and approaches to teaching.  Is beginning to contribute to the design and provision of the curriculum within the relevant subject area(s). | Is able to impart knowledge and develop understanding through effective use of lesson time.  Is able to promote a love of learning and children’s intellectual curiosity.  Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.  Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Much of the time imparts knowledge and develops understanding through using lesson time to good effect.  Much of the time promotes a love of learning and children’s intellectual curiosity.  Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.  Is systematically able to reflect in order to improve their practice.  Is able to judge the effectiveness of their lessons and impact on all groups of pupils.  Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.  Consistently and effectively promotes a love of learning and children’s intellectual curiosity.  Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.  Is systematically and critically reflective in analysing, evaluating and improving their practice.  Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.  Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). |

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| **S4 Plan and teach well-structured lessons** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Impart knowledge and develop understanding through effective use of lesson time  Promote a love of learning and learner’s intellectual curiosity  Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners 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). |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S5: Adapt teaching to respond to the strengths and needs of all learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively.  Have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these.  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. | Is beginning to differentiate appropriately.  Is beginning to develop an understanding of how a range of factors can inhibit pupils’ ability to learn, and how to overcome these.  Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and is beginning to know how to adapt teaching to support pupils’ education at different stages of development.  Is beginning to develop an 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.    Is beginning to use and evaluate teaching approaches to engage and support them. | Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.  Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.  Has 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.  Is able to use and evaluate distinctive teaching approaches to engage and support them. | Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.  Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.  Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.  Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including FSM).  Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.  Understands the causes of low achievement; challenges and motivate pupils where attainment is low; uses effective strategies to support underperforming groups.  Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development.  Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including FSM).  Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. |

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| **S5: Adapt teaching to respond to the strengths and needs of all learners** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively.  Have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these.  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. |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S6: Make accurate and productive use of assessment** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| 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 learners’ progress.  Use relevant data to monitor progress, set targets, and plan subsequent lessons.  Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback. | Is beginning to know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Is beginning to make use of formative and summative assessment.  Is beginning to use relevant data to plan subsequent lessons.  Is beginning to give pupils feedback, both orally and through marking, and is beginning to encourage pupils to respond to the feedback. | Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Is able to make use of formative and summative assessment to secure pupils’ progress.  Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.  Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Assesses pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements.  Much of the time uses formative, continuous assessment and summative assessment to secure progress through a sequence of lessons over time.  Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.  Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time | Accurately assesses achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements.  Consistently and effectively uses formative, continuous assessment and summative assessment to great effect to secure progress for all pupils, through a sequence of lessons over time.  Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.  Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. |

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| **S6: Make accurate and productive use of assessment** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| 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 learners’ progress.  Use relevant data to monitor progress, set targets, and plan subsequent lessons.  Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback. |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S7 Manage behaviour effectively to ensure a good and safe learning environment** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| 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 learners’ needs in order to involve and motivate them  Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. | Is beginning to use rules and routines for behaviour in classrooms, and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy.  Is beginning to have high expectations of behaviour.  Is beginning to establish a framework for discipline with a range of strategies.  Is beginning to manage classes using some strategies to involve and motivate pupils.  Is beginning to establish good relationships with pupils, and beginning to exercise appropriate authority and/or act decisively when necessary. | Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy.  Has high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline, using a range of strategies.  Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.  Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | In accordance with the school’s behaviour policy:  -takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;  -encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;  -is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.  Sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline, consistently and fairly using a range of strategies.  Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs.  Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | In accordance with the school’s behaviour policy:  -takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;  -actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  -can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.  Consistently sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies.  Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs.  Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. |

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| **S7 Manage behaviour effectively to ensure a good and safe learning environment** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| 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 learners’ needs in order to involve and motivate them  Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

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| **S8 Fulfil wider professional responsibilities** | | | | |
| **Standard Prompts** | **Emerging (EMG)** | **Establishing (EST)** | **Embedding (EMB)** | **Enhancing (ENH)** |
|  | **Mostly directed** | **Requires support** | **Limited support** | **Mostly independently** |
| 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 learners’ achievements and well-being. | Is beginning to make a contribution to the wider life and ethos of the school.  Is beginning to develop professional relationships with colleagues.  Is beginning to know how and when to draw on advice and specialist support.  Is beginning to deploy support staff.  Is beginning to take responsibility for improving teaching through professional development.  Is beginning to respond to advice and feedback from colleagues.  Is beginning to communicate with parents with regard to pupils’ achievements and well-being. | Is able to make a positive contribution to the wider life and ethos of the school.  Is able to develop effective professional relationships with colleagues.  Knows how and when to draw on advice and specialist support.  Is able to deploy support staff effectively.  Is able to take responsibility for improving teaching through appropriate professional development.  Responds to advice and feedback from colleagues.  Is able to communicate effectively with parents with regard to pupils’ achievements and well-being. | Is proactive and makes a positive contribution to the wider life and ethos of the school.  Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.  Deploys support staff effectively to support the learning of pupils.  Takes responsibility for improving their own teaching through professional development.    Respects and responds to the advice and guidance offered by colleagues.  Communicates effectively with parents and carers about pupils’ achievements and well-being. | Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.  Professional relationships with colleagues are consistently effective.  Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.  Consistently and effectively deploys support staff to maximise the learning of pupils.  Is consistently proactive in taking full responsibility for improving their own teaching through professional development.  Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.  Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. |

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| **S8 Fulfil wider professional responsibilities** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| 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 learners’ achievements and well-being. |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

**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 pupil’s 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 to 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.

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| |  | | --- | | **Teachers’ Standard:**  **Part Two descriptor** | | |  |  | | --- | --- | | **Scope** |  | | |  |  | | --- | --- | | **Key questions** |  | | **Consistently high standards** | **Cause for concern** |
| 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 pupil’s 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. | * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions? * Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?\* * Does the trainee understand the challenges of teaching in modern British schools? \* * Is the trainee aware of the Prevent strategy and its implications? \* * Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?\*      * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |  |  |

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| **Part Two: Personal and professional conduct** | | |
|  | **Reflective statement following BA1 SBT Block 1** | **Reflective statement following SBT Block 2** |
| 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 pupil’s 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. |  |  |
|  | **Targets/Areas for Development for BA1 SBT Block 2** | **Targets/Areas for Development for BA2 SBT** |

**Additional Information relating to Standard 3: Demonstrate good subject and curriculum knowledge.**

**Record of Early Years Foundation Stage Areas of Learning Taught**

**Teaching Practice: BA1**

**Year Group Taught:**

|  |  |  |
| --- | --- | --- |
| **Area of Learning** | **Area/Topic Taught this Practice** | **Emerging Development Needs relating to this Subject** |
| ***Communication and Language*** |  |  |
| ***Physical Development*** |  |  |
| ***Personal, Social and Emotional Development*** |  |  |
| ***Literacy (including Phonics)*** |  |  |
| ***Mathematics*** |  |  |
| ***Understanding of the World*** |  |  |
| ***Expressive Arts and Design*** |  |  |

**Additional Information relating to Standard 3: Demonstrate good subject and curriculum knowledge.**

**Record of Subjects Taught**

**Teaching Practice: BA1**

**Key Stage/Year Group Taught:**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Area/Topic Taught this Practice** | **Emerging Development Needs relating to this Subject** |
| ***English*** |  |  |
| ***Phonics*** |  |  |
| ***Mathematics*** |  |  |
| ***Science*** |  |  |
| ***Design and Technology*** |  |  |
| ***ICT*** |  |  |
| ***History*** |  |  |
| ***Geography*** |  |  |
| ***Art and Design*** |  |  |
| ***Music*** |  |  |
| ***Physical Education*** |  |  |
| ***PSHE/Citizenship*** |  |  |
| ***Modern Foreign Languages*** |  |  |
| ***Religious Education*** |  |  |