Section E

Professional Development

The Birmingham City University Professional Development Profile

The Teachers' Standards

Teachers' Standards – Formative Feedback Guidance

Section E Contents

Our Secondary Partnership Ofsted (2014) acknowledged…

Key strengths of the secondary partnership
An ambitious vision for the future of the partnership that is enthusiastically embraced by all stakeholders. Highly effective collaboration across the partnership leads to wide-ranging continuing professional development for all its teachers and trainees.

Birmingham City University Professional Development Profile

The Professional Development Profile (PDP) sets out in detail the specific *Teachers' Standards* for those seeking to be recommended for the award of Qualified Teacher Status. Teachers' Standards are arranged in two parts and the PDP is arranged in the same way.

>   Part One: Teaching
>   Part Two: Personal and Professional Conduct

The Standards are presented as separate headings, numbered from 1 to 8 in Part 1, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the Standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate Standards in their own right, but should be used by those assessing trainees to track progress against the Standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that Standard

Extracts from the introduction to the revised Teachers' Standards, published by the Department for Education, are included on pages E3 – E5; it is important that trainees and mentors are familiar with these expectations.

The guidance below replicates that given to the trainee teachers. However, mentors need to understand that the Professional Development Profile is an assessment *for* learning tool that can only work effectively if it is updated regularly and frequently (as a minimum once per week). The trainee's attainment against the Teachers' Standards is assessed summatively through the end of practice Assessment and Evaluation Report (See Section F).

Format
It is recommended that the Professional Development Profile be kept in a lever-arch type ring binder to allow for ease of access and to allow for appropriate evidence and other documents to be included in the profile; the layout of the profile allows for this. Be careful to keep the format of the profile intact.
The white pages are for completion by the trainee; some for documenting evidence towards the Teachers' Standards and some for reflection and target setting. As explained at the foot of each page, evidence can be continued overleaf when necessary. For each Standard the white pages follow the same pattern:

- Evidence from School 1
- Reflections and Next Steps from School 1 in preparation for School 2
- Evidence from School 2
- Reflections and Next Steps from School 2 in preparation for Induction

The coloured sheets provide guidance; some for the structure of the profile but, more significantly, formative descriptors that help trainees and mentors to note the progress being made toward the achievement of each of the Standards can also be found on the coloured pages.

Roles and Responsibilities
It is the responsibility of trainees to provide evidence for the achievement of Standards. As early career professionals, trainees take responsibility for their own development and the production of evidence of this. This evidence, in its various forms (see below), must then be presented or otherwise brought to the attention of mentors in school. A brief explanation of the nature of the evidence and the way in which it demonstrates that the Standard, or parts of it, has been addressed should be given in the body of the white evidence page. Mentors are then asked to give an indication of quality with which the Standard in question has been addressed by cross-referencing each piece of evidence to the relevant formative feedback guidance for

that Standard or Standard Prompt. **The use of the formative feedback is crucial information for the trainees and must be applied regularly and frequently if it is to be effective**. This should take place at the **weekly review meeting**. (Please see the notes on formative feedback below)

Once complete, each sequence of pages will be a reflection of the development and progress the trainee has made towards meeting that Standard. Trainees are required to build up a body of evidence for each Standard to reflect the cumulative nature and, it is expected, the evidence will reveal growing confidence and familiarity with the aspect of the professional teacher expressed in that Standard.

Evidence presented does not, of itself, indicate a trainee's knowledge, understanding or ability to apply that Standard to their developing professional practice. It is the trainee's responsibility to make it clear to assessors **how** the evidence indicate the way in which the Standard in question is being addressed.

In the final two weeks of the School 2 placement, mentors will sign to indicate that the **range and quality** of evidence presented is such that the Standard has been achieved, assuming that this is the case. This judgement will be made on both the evidence gathered throughout the course, as presented in the profile, but also on the trainee's professional practice and development as a teacher. In cases where, in the mentor's professional judgement, a Standard or Standards have not been met, the mentor will not sign off the Standard at the foot of the page. In such cases, the matter should have been discussed with the appropriate University tutor. The gathering and presentation of evidence alone does not automatically lead to the achievement of a Standard; the evidence should be seen as an indicator of the trainee's competence.

Guidance

Each Standard is accompanied by some questions for assessors along with the formative feedback guidance. The questions are intended to support both the trainee and the mentor in determining the kinds of evidence that might appropriate in demonstrating achievement towards each Standard. The questions are for guidance only and are NOT requirements.

Evidence

To support evidence presented by trainees, based on their professional practice, suitable documentary evidence should also be included in the PDP. Standards vary as to the type and amount of evidence that is appropriate to demonstrate its achievement. It is impossible to suggest how many pieces of evidence or the number or type of documentary evidence is required to meet each Standard; this is dependent upon the range of experiences each trainee gains. Documentary evidence might include (copies of):

- units of work
- lesson plans
- lesson evaluations
- lesson observation notes
- Review and Analysis Forms ("pinks")
- weekly review sheets
- PDP Tasks and other assignments
- notes taken during discussions, meetings, lectures, from web sites or from publications
- policy documents from placement schools
- letters, pro-forma, etc from placement schools
- samples of pupils' work

As mentioned above, it is important to bear in mind that documentary evidence, of itself, will not serve as the "demonstration" required by each of the Standards; to a large extent the achievement of Standards must be linked to **practical demonstration in classroom teaching** and wider involvement in schools. Evidence might, therefore, be that which is **observed by mentors** rather than documentary evidence. Trainees will need to discuss with mentors the nature of the evidence required to verify the achievement of each Standard.

Extracts from Teachers' Standards in England from September 2012 (DfE)

Introduction, legal standing and interpretation

1. The Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.

2. The Teachers' Standards contained in this document come into force on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), 1 and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.

3. **The standards will apply to all teachers regardless of their career stage**, and define the minimum level of practice expected of teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.

4. The standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.

5. Similarly, head teachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.

6. The standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be

expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

7. Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. We are proposing that teachers' performance will be assessed against the standards as part of new performance management arrangements in schools.

Presentation of the Standards

8. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.

9. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct.

10. Subject to the passage of the Education Bill through Parliament, when considering new cases of serious misconduct received from 1st April 2012 the Teaching Agency will have regard to the personal and professional conduct elements of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) Code of Conduct and Practice for Registered Teachers. The Teaching Agency will still be able to refer to the GTCE's Code of Conduct for any partially completed cases it receives from the GTCE at the point of its abolition.

11. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.

12. The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

13. The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

14. The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases a person must meet the specified

standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

15. NQTs who qualified under the previous standards but started induction on or after 1 September 2012 will need to be assessed against the new standards at the end of their induction.

16. Existing teachers who have already passed induction will be expected to use the new standards instead or the previous Core standards for appraisal, identifying professional development, and other related purposes.

Note on Terminology Used / Glossary
Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.

- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice* (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

Formative Assessment of Teachers' Standards

The PGCE Secondary course at Birmingham City University has, for many years, included a set of descriptors to support trainees and their mentors in assessing their progress towards the achievement of Standards for the award of Qualified Teacher Status. The system of formative assessment, which was originally requested, devised and developed in collaboration with trainees and mentors, gets straight to the heart of achievement against the Teachers' Standards by:

- o helping mentors help trainees to take the next steps in their development
- o helping trainees help themselves to take the next steps in their development
- o helping trainees help each other to take the next steps in their development

The descriptors or formative feedback guidance that accompanies the revised Teachers' Standards (2012) strengthens consistency across the partnership by articulating something of the expectations we have of trainees in their achievement of the Standards.

Formative feedback guidance is set out for each Standard using progressive headings:

Emerging $\rightarrow$ **Establishing** $\rightarrow$ **Embedding** $\rightarrow$ **Enhancing**

This formative feedback guidance is based heavily on that produced through a collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the Higher Education Academy (HEA).

For formative feedback purposes only, guidance is given for each sub-heading of each Standard. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard* (DfE). Please see the notes on summative assessment below.

The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the Standards at least at the 'Establishing' level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve better outcomes, as indicated by the guidance for 'Embedding' and 'Enhancing'.

School-based training programmes must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Higher achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers' Standards relates to personal and professional conduct. Trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not levelled.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Sub-headings of the each of the Teachers' Standards DfE 2012	BCU formative feedback guidance to indicate the trainee's achievement against the Standard. Attainment at this level by the <u>end</u> of training indicates failure to meet the expectations for the award of QTS.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with a `good' grade.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with an `outstanding' grade.

Professional Judgements
Formative feedback must be given for **achievement only**, not effort, intention or as a motivator. Although these elements are very important and necessary, ultimately it is misleading and unfair for the trainee to receive feedback that is not an accurate reflection of achievement. Trainees themselves have clearly expressed this view.

Mentors will need to make professional judgements in the context in which the trainee teacher is working. Mentors may need to look for the "best fit" rather than an exact description and such judgements must be made in discussion with the trainee teacher so that appropriate targets can be set. As a trainee teacher moves from one placement to the next, mentors will have a clearer understanding of the progress made by trainees, based on a consistent point of reference, and so will be in a position to set targets and monitor progress more directly to move the trainee forward.

Self Evaluation
A key skill for teachers is that of reflection. Trainee teachers will have the opportunity to reflect on their progress and achievement against each Standard at strategic times in their training. In the context of their own reflections and in consultation with mentors trainees will be able to determine their next steps in addressing Standards.

Quality and Range
The nature of evidence that might be appropriate or acceptable will depend on the individual Standard. Assessing Standards involves a balance between the range (breadth) of evidence and the quality (depth) of evidence. The TDA guidance presented alongside each Standard will help to identify the nature of evidence required. Attempting to suggest how many pieces of evidence each Standard requires is inappropriate.

Summative Assessment of Teachers' Standards
<u>Towards the end of the School 2 placement only</u>, based on the evidence presented in the profile, each Standard can be finally signed off at the foot of the page to indicate that, "the quality and range of evidence presented now demonstrates successful achievement of this Standard", assuming that mentors are satisfied that this is the case! Often mentors can help trainees to make significant progress in these last weeks by signing off Standards where the trainee's achievement is at a secure level, enabling trainees to focus on those Standards where further progress is necessary.

Although for formative purposes, Standards may be broken into the different sub-headings or Standard Prompts, <u>summative assessment must consider the Standard as a whole.</u>

Mentors should not sign unless they are satisfied that the Standard has been met but this needs to be in the context of regular discussion with the trainee. Trainees must be given every opportunity to address each Standard appropriately with a view to being able to achieve them all by the end of the final teaching placement. Where there are concerns mentors must discuss the situation with the supervising tutor as soon as possible.

The formative feedback that has been recorded in the School 1 placement will serve as a guide for mentors. According to the regulations governing the course, the final teaching placement is assessed on a pass/fail only basis. Remember that the formative feedback given throughout the PDP should not be taken as the indicator of whether a Standard has been passed or failed. This judgement is made by the final placement mentors and is indicated by a School 2 mentor's signature. A trainee teacher cannot be recommended for QTS unless **all** Standards have been successfully achieved.

Presenting Evidence in the Professional Development Profile

This is an extract from the PDP of an evidence page for the Teachers' Standards.

S6   Make accurate and productive use of assessment
a.   know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
b.   make use of formative and summative assessment to secure pupils' progress
c.   use relevant data to monitor progress, set targets, and plan subsequent lessons
d.   give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Brief summary of evidence and how it addresses this Standard from <u>School 2</u> Experience	Evidence Item No.	Standard Prompt	Formative Descriptor	Sign & Date
My lesson on 10th Feb focused on peer assessment during evaluation – see lesson plan (**evidence 4**) and feedback sheet (**evidence 5**). This was different formative assessment strategy and was more successful that the Q&A last lesson. I am able to provide feedback instantly and pupils are motivated and engaged in analytical thinking. ❶	Item 4 Item 5	S6b	EST	J.E. 9 Feb
During my lesson on 5th April, observed by SM, Year 10 pupils completed their work and then used extracts from the GCSE exam spec to self assess their work and set targets. I was impressed by how accurate most pupils were. See lesson plan (**evidence 8**), target sheets (**evidence 9**) and pink sheet (**evidence 10**)	Item 8 Item 9 Item 10	S6d	EMB	J.E. 6 April
Under the supervision of my SM, I assessed the Year 10 pupils summatively at the end of the unit of work using the GCSE Specification. Based on last year's data school data, my marking was accurate and I also completed the CAMS form from the exam board to enter the marks (**evidence 24**). I used the assessment data when planning the subsequent unit of work, building on pupils' strengths and development needs (**evidence 32**) ❷	Item 24 Item 32 ❷	S6a S6c ❸	ENH EMB ❹	J.E. 21 May ❺
…continue over the page if required				

PDP Task:
The *Behaviour and Bullying* task has been completed (circle as applicable):   ❻   adequately / well / very well   J.E. 28 May

End of School 2 only: I confirm the relevant PDP Task has been completed and the quality and range of evidence presented now demonstrates successful achievement of this Standard. *(do not sign if the PDP Task is missing)*
❼
Signed: Professional / Subject Mentor   **Date:**

❶   Brief description of evidence and **how** it demonstrates achievement against the Standard.

❷   Refers to documents that are inserted at the back of the PDP. There does not have to be documentary evidence – a mentor's observation of teaching is perfectly acceptable. A single piece of evidence can be used against more than one Standard.

❸   Refers to the sub-heading of the Standard. For formative purposes, sub-headings can be considered separately but summatively the Standard needs to be considered as a whole, covering all sub-headings.

❹   Refers to the formative feedback guidance and feedback available next to each Standard in the PDP. See the formative descriptor for each Standard Prompt.

❺   Signed and dated by a mentor. This needs to be done regularly and frequently so that trainee benefit from the feedback.

❻   Most Standards have PDP tasks associated with them to enable trainees to start gathering appropriate evidence. Mentors need to check that these have been completed as part of meeting the Standard.

❼   Mentors can **only** sign off each Standard as successfully achieved towards the end of the School 2 placement. QTS can **only** be recommended once **all** Standards have been successfully achieved.

Addressing the Teachers' Standards through PDP Tasks

Initial evidence towards the achievement of some Teachers' Standards will be derived from the completion of tasks in the Professional Development Profile. The tasks are available on Moodle, the University's virtual learning environment (http://moodle.bcu.ac.uk/elss). Once completed, these tasks should be printed and inserted next to the relevant Standards in the profile. Mentors are required to verify that PDP Tasks have been completed.

	Details	PDP Task	Teachers' Standard
1	School 1 Completed with or without Teaching Partner (both must submit a copy)	*School Profile*	Part Two
2		*Professional Duties and Statutory Frameworks*	Part Two
3		*Safeguarding*	Part Two
4		*Primary Teaching and Early Reading*	S3
5		*Barriers to Learning*	S5
6		*Behaviour and Bullying*	S6
7	School 2 or School 1 if appropriate. Completed individually	*Promoting Pupil Progress*	S2
8		*Open Task: New Initiatives*	(subject to individual response)
9		*Out-of-School Learning*	S4
10		*Team Working and Collaboration*	S8
11		*English as an Additional Language*	S5
12		*Communicating with Parents/Carers*	S8

Teachers' Standards 2012

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.

DfE 2012

Introduction

This formative feedback guidance is based on that produced through collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (Higher Education Academy).

The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the Standards at least at the 'Establishing' level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve better outcomes, as indicated by the guidance for 'Embedding' and 'Enhancing'. School-based training programmes must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The feedback guidance helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Higher achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers' Standards relates to personal and professional conduct. Trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
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Preamble

Teachers make the education of their learners 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 learners.

PART ONE: TEACHING

A teacher must...

Standard 1: Set high expectations which inspire, motivate and challenge learners
- 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
- demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

o   Does the trainee motivate learners and encourage them to engage in and enjoy learning?

BIRMINGHAM CITY University

Formative Descriptors for Trainees

S1: 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	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. Is beginning to develop a rapport with individual and/or groups to engage them in learning	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. Develop a rapport with learners/groups so that most are engaged in their learning.	Reliably encourage learners to participate or contribute; establish an atmosphere conducive to learning by setting high expectations of learners that are generally appropriate. Well respected by learners; effectively 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. High levels of mutual respect between trainee and learners. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.
• 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.

A teacher must...

Standard 2: Promote good progress and outcomes by learners
- 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.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Formative Descriptors for Trainees

S2: 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.

A teacher must...

Standard 3: Demonstrate good subject and curriculum knowledge
- 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.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

BIRMINGHAM CITY University

Formative Descriptors for Trainees

S3: 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, curriculum and pedagogical knowledge to be aware of key concepts, errors and misconceptions; begin to take account of these.	Use subject /curriculum /pedagogical knowledge that begins to secure learners' understanding; address key errors/misconceptions.	Apply subject /curriculum /pedagogical knowledge to secure learners' understanding; address errors/misconceptions.	Apply well developed subject /curriculum /pedagogical knowledge to deepen learners' understanding; address errors/misconceptions effectively.
	Recognise the need to clarify and update their subject, curriculum and pedagogical knowledge as a start to continuing professional development.	Employ appropriate professional development strategies to develop and extend subject, curriculum and pedagogical knowledge.	Employ appropriate professional development strategies to extend and update subject, curriculum and pedagogical knowledge.	Proactive and astutely aware of professional development by extending and updating subject, curriculum and 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 the some key principles and practices of teaching and assessing reading and writing, including systematic synthetic phonics; beginning to apply this 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 the some key principles and practices of teaching and assessing early mathematics; beginning to apply this 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

S3: Demonstrate good subject and curriculum knowledge				
Standard Prompts	**Emerging (EMG)**	**Establishing (EST)**	**Embedding (EMB)**	**Enhancing (ENH)**

A teacher must...

Standard 4   Plan and teach well-structured lessons
- 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).

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Formative Descriptors for Trainees

S4 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.

A teacher must...

Standard 5: Adapt teaching to respond to the strengths and needs of all learners
- 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.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Formative Descriptors for Trainees

S5: 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.

A teacher must...

Standard 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 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.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Formative Descriptors for Trainees

S6: 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.	Secure understanding of statutory assessment requirements for the subjects and age phases taught.	Good understanding of statutory assessment requirements for the subjects and age phases taught.	Excellent understanding of the statutory assessment requirements for the subjects and age phases taught.
	Recognises the need for accurate assessment against national benchmarks.	Assessments broadly accurate against national benchmarks with support.	Assessments accurate against national benchmarks.	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.

Teachers' Standards
Formative Feedback Guidance for use with PGCE Secondary Trainees

A teacher must...

Standard 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 learners' needs in order to involve and motivate them
- maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Teachers' Standards
Formative Feedback Guidance for use with PGCE Secondary Trainees

BIRMINGHAM CITY University

Formative Descriptors for Trainees

S7 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 |

A teacher must...

Standard 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 learners' achievements and well-being.

Questions for Assessors
These questions are for guidance only and are NOT requirements.

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

Formative Descriptors for Trainees

S8 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 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 learners 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 learners' 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 learners' 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 of attendance and punctuality.

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

Questions for Assessors

These questions are for guidance only and are NOT requirements.

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

Formative Descriptor for Trainees

A teacher is expected to:

Demonstrate consistently high standards of personal and professional conduct.

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.