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| --- | --- | --- | --- | --- |
| SE1  Year Group Taught |  | | | |
| Progress Meeting 1 | Grade: | | | |
| CFC | | Yes | |
| No | |
| Progress Meeting 2 | Grade: | | | |
| CFC | | Yes | |
| No | |
| Phonics Grade | NT | D | | C |

**PGCE School Based Training 1 Booklet**

**Name:**

**At the end of your School Based Training 1 you must ensure that you have completed the following tasks:**

* **Upload this booklet to the SBT 1 submission point**
* **hand a copy of Page 2 to the Education Partnership Office;**
* **keep a copy of the booklet in your PDP.**

**Please complete the above by Monday 11th December 2017 at 12pm.**

**School Based Training 1 Record**

**Primary PGCE 2017-18**

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| --- | --- | --- | --- | --- | --- | --- |
| **Trainee Name:** | | | | | | |
| **Name and Address of School:**  **Telephone Number: Email Address:** | | | | | | |
| **Head Teacher:** | | | | | | |
| **Class Teacher:** | | **Year Group Taught:** | | | | |
| **School Mentor(s):** | | | | | | |
| **University Tutor:** | | **Professional Development Tutor:** | | | | |
| **Please**  **partnership model** | **Lead School** | | **Associate**  **School** | | | **School Direct** |
| **Please indicate payment:** | **Monetary £** | | | | **iPad**  ***(if Leading Model only)*** | |
| **Progress Meeting 1 Grade:** | **Progress Meeting 2 Grade:** | | | **Phonics Grade:**  NT=Not Taught, D=Developing,  C=Confident | | |
| **Placement Start Date:** | | **Placement End Date:** | | | | |
| **School Stamp or Signature:**  **Signed:**  **Print Name: Role:**  **Date:** | | **School Stamp:** | | | | |

**PGCE School Based Training 1**

**Placement Information**

* 5 week paired (also individual) block placement plus planning and preparation visits. From the start of the block placement trainees each teach one lesson per day and include their partner (if possible) in their planning. By the end of the placement, in negotiation with the class teacher, trainees should each teach 2 lessons per day. Trainees should support one to one learning and small focus group learning when not teaching the whole class.
* This placement is designed to develop trainees’ understanding of the range of teaching, learning and professional skills as outlined in the Teachers’ Standards (DFE, 2012) in the context of one-to-one and small/focus group teaching building up to taking more responsibility for whole class teaching. The expectation is that by week 4 trainees should be planning and teaching two whole class lessons per day.

**Preliminary Visit Support**

School Induction procedures must include:

* Child Protection and Safeguarding information
* Health and Safety Briefing
* Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
* Overview of the school day including: school routines eg start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
* Overview of staff including roles and responsibilities
* Outline of the school’s expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
* Outline of the opportunities in school for trainees eg involvement in an extra-curricular activity, in CPD, access to excellent practice
* Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
* Information about the context and ethos of the school and the school prospectus
* OFSTED report and the school’s priorities
* A tour of the school and the school’s facilities

During the preliminary visits, trainees gather a range of information about the school and class as well as

getting to know the children. They will be asking a variety of questions about the following aspects:

 Context of the school; drawing on Ofsted information, considering how they may support school with

development priorities.

 Planning - procedures and identification of topics/lessons to be taught.

 Adult support in the class - how it is used to support learning and when it is available.

 Provision for children with Special Educational Needs.

 Behaviour Management – policy/practical approaches and general classroom routines.

 Phonics and Early Reading - identify opportunities to teach phonics, or observe if teaching is not

appropriate.

 Assessment.

 Please facilitate opportunities for trainees to observe other teachers to develop their understanding of good practice.

Before the Block Placement begins the class teacher/school mentor will need to:

* Discuss trainee’s targets and generate strategies for in-school support. Amongst others this

could include arranging for the trainee to observe other colleagues in school.

* Develop an appropriate teaching timetable for the trainee for the placement.
* Support planning as appropriate and sign off the planning/preparation if satisfactory to confirm the trainee is ready to start their School Based Training. As part of this, trainees must identify subject knowledge needs

and appropriate activities/resource ideas.

* Sign off the School Based Training File.
* Identify a schedule for Weekly Professional Development Meetings.
* Discuss, with the trainee, relevant staff meetings that should be attended.
* If, for any reason, you feel that the trainee is not ready to start the practice, contact [Alison.pemberton@bcu.ac.uk](mailto:Alison.pemberton@bcu.ac.uk) or named university tutor immediately.

**School Based Training Support**

**Number of formal observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | University Tutor | Class Teacher | School Mentor | Total (including a joint observation) |
| Lead School | 1 | 1 | 3 | 5 |
| Associate School | 2 | 3 | N/A | 5 |

***One of which for both models must be a joint observation completed between the University Tutor and School Mentor or Class Teacher.***

* The first observation must be undertaken within 7 working days of the placement starting by the either Class Teacher, School Mentor or University Tutor. The observation should be focused on the impact of the trainee’s teaching on children’s learning.
* Trainees must write a Weekly Reflection to use at the Weekly Professional Development Discussion.
* Trainees must engage in Weekly Professional Development Discussions with the Class Teacher. During these,

the Class Teacher should underline appropriate statements from the Formative Assessment Criteria in the trainee’s School Based Training Booklet.

* Progress Meeting 1 must be completed by the end of the 2nd week. The judgement will be based on the Formative Assessment Criteria.
* Progress Meeting 2 must be completed in the final week of the practice. The judgement will be informed by on-going assessments against the Formative Assessment Criteria.

**Lesson Observations**

* In consultation with the trainee identify when formal lesson observations will take place.
* Formal observations should be recorded on the university’s observation form electronically, paper versions of this form are also available, and the trainee should have copies for you. Observation forms can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships).
* Verbal feedback from the observation should be shared within 24 hours of the observation taking place.
* The written feedback should be discussed to identify strengths, areas for development and suggest strategies the trainee may use to enhance their professional practice. Please be as detailed and clear as possible.
* Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate.
* As much informal feedback as possible will also be beneficial to the trainee.
* Any causes for concern should be clearly identified on the observation form against the relevant Teachers’

Standards and a ‘Cause for Concern’ form should be completed and returned to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

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| **Keeping the trainee informed – Class Teachers will be required to support trainees in the following ways:**  **Weekly:**  A Weekly Professional Development Discussion  must be held with the trainee to review progress,  discuss issues and identify the agenda for the  following week. Trainees should record outcomes in  their School Based Training Booklet and share/add to their PDP.  Please underline relevant statements from the  Formative Assessment Criteria to highlight strengths  and development points. This will inform the Progress Meeting.  **Progress Meeting 1 must be completed by the end of the 2nd week:**  Statements underlined in the Formative Assessment Criteria as part of weekly meetings will inform the Progress Meeting.  The Progress Meeting is an essential part of the trainee’s  formative assessment to consider their progress  against the initial targets and to set targets for the remainder of the placement.  For weaker trainees the Progress Meeting should be carried out slightly earlier than the actual midpoint date to  enable the trainee maximum time to implement  strategies and enhance their potential to succeed.  **Progress Meeting 2 must be completed in the final week of the practice:**   * At Progress Meeting 2 the Formative Assessment Criteria will be highlighted in **PINK** to show all applicable statements related to the trainee’s achievements and be used to decide a grade. * A report is written identifying strengths and areas for development in SBT2a. * These meetings will be chaired by either the School   Mentor or University Tutor. | **Where can the Class Teachers get further help and guidance?**  The University Tutor will contact you at the start of the placement and should be the first port of call. Please contact via phone or email as soon as an issue  arises.  Useful information is in the trainee’s School Based Training Booklet and in the Partnership Handbook which is on the Partnership website:  www.bcu.ac.uk/education/partnerships  **Supporting the Professional Development Profile**  **(PDP)**  Trainees record evidence of their progress towards  the Teachers’ Standards in the PDP File.  Trainees should regularly contribute reflective  comments that identify strengths and suggestions of  how they may enhance their demonstration of  particular Standards.  They should gather evidence to support this, e.g.  observation feedback, photographs, children’s work,  resources, background reading, planning etc.  Ultimate responsibility for this document lies with the  trainee, however, regular support and guidance is  always appreciated.  The PDP must be discussed at least once a week,  during the weekly meeting.  Guidance and questions to consider in relation to the  Standards are included in the Partnership Handbook. These can be used by all parties, including the trainee. |

Observation Feedback

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee’s name: |  | | | | | Date: |  | | | | |
| Course: | BA QTS: | 1 2 3 | | | | PGCE: | 1 2 | | | | |
| School: |  | | Subject / area: |  | | | | | Year Group: | |  |
| PDT: |  | | Observer’s name(s): | |  | | | | | | |
| Observer’s role: | School Mentor Class Teacher University Tutor Joint | | | | | | | Observation number: | |  | |

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| **Personal and Professional Conduct (Part Two of Teachers’ Standards).** If applicable, please identify a Cause for Concern by writing a C next to the relevant comment and complete a Cause For Concern Form. |
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| **Key Strengths** Following the observation, through professional dialogue, please identify key strengths and targets for the trainee in the context of raising pupil achievement and supporting children’s learning. Please note related standards. |
|  |
| **Possibilities, Issues, Reflections and Targets** From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a Cause for Concern is identified, please complete a Cause For Concern Form, stating clearly when targets will be reviewed. Highlight a cause for concern by writing a C next to the action point. |
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Discursive Feedback

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| In this section, please identify good practice and specific elements for development linked to the Teachers’ Standards in the context of the pupils’ progress. Consider:   * The impact on children's learning and progress * Relationships with children and behaviour management. * Subject knowledge and pedagogy. * Planning and lesson structure, including appropriate challenge and pupil engagement/understanding. * Use of assessment, including children’s peer- and self-assessment. |
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Observer(s):

Trainee:

# Placement Register

Please keep this register daily for all days during which you are on School Based Training. Morning and afternoon attendance are to be shown as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Present: | / | M | T | W | T | F |
| Absent: | O | / \ | / \ | O O | / \ | / \ |

* Please blank out any days not scheduled for School Based Training.
* Absence must only be shown for scheduled School Based Training days which were not attended.
* **For trainees claiming expenses:** A copy of this register must be attached to your claim form.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week beginning | M | T | W | T | F | Half days present | Half days absent | Reasons for Absence |
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| I confirm that this is an accurate record of the trainee’s attendance.  Signed: Class teacher/School Mentor | | | | | | | | |

**Absence Reporting Procedure**

If you are absent from school for any reason, it is YOUR professional responsibility to:

1. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.

***School Absence Reporting Procedure: ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………***

1. Email [TPabsences@bcu.ac.uk](mailto:TPabsences@bcu.ac.uk) by 08:30am at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
2. If you are on block placement, even if you are not expecting a visit, you should also inform your University Tutor by agreed means.
3. You must keep the school and university informed about continuing absence.

***Trainees must make calls in person except in extreme circumstances.***

Pre Placement Approval Checklist

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| --- | --- |
| ***Task*** | Date Completed |
| Share and discuss School Based Training Guidance. |  |
| Health and Safety Induction/information gathering from the relevant H&S Policies. |  |
| Child Protection Induction/information gathering from the relevant Child Protection Policies. |  |
| Complete tasks to support school orientation and target setting. |  |
| ***Planning***   * Reflect upon planned small group activities – identify resources and subject/pedagogical development needs. * Negotiate the timetable to be taught. * Discuss the school’s medium/weekly term planning for the areas you will be teaching. * Complete the first lesson plan for each of the areas you will be teaching in the first week where possible. |  |
| Find out about the format of the school day, including: children’s arrival, playtime(s), lunch-time, moving around the school and leaving school at the end of the day. |  |
| Observe teachers and record practical strategies that you will use in your teaching based upon targets identified with your PDT |  |
| Identify staff meetings/training that you should attend during the School Based Training. |  |
| Identify areas for development during this School Based Training and formulate targets for discussion with your PDT. |  |
| Completion of 3 Reading Tasks and University Lecture Based Tasks – can be during block placement |  |
| Negotiate times for Weekly Professional Development Discussions. |  |
| Share your PDP to identify Standards which are strengths and Standards which need to be developed. |  |
| School Based Training File organised as follows:  ***Section One ~ Background Information:*** Safeguarding Confirmation Form, School Based Training Booklet, list of staff and their responsibilities, a copy of your teaching timetable, class lists identifying specific needs.  ***Section Two ~ Planning:*** Medium Term/Weekly Planning the school’s and your own and Subject Knowledge Development  ***Section Three ~ Short Term Planning and Evaluations:*** organised in weekly sections in chronological order with lesson plans, resources, assessment records/notes and evaluations.  ***Assessment File ~*** Assessment records, notes etc. |  |

*I confirm that the above actions have been taken and the trainee is ready to commence this School Based Training:*

School Mentor/University Tutor: Class Teacher:

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| ***Initials of Child*** | ***Specific Needs*** | ***Targets and additional information. Identify how your teaching may need to be modified, taking into account the specific needs of children.*** |
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**Getting to know your placement school**

***Inclusion and Special Educational Needs (Standard 5)*** ~ Identify inclusion issues which need to be considered for this particular class or school. Identify the implications and consider practical strategies you could use. Seek advice from school staff and carry out research or background reading. Identify any children with specific needs and their targets and strategies for support.

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Getting to know your placement school

***Planning and Support Available (Standards 4 and 8)***

* Find out about the school curriculum map/long-term plan and how medium-term planning fits within this.
* Discuss the school’s short term planning process and identify key elements to be included. Trainee teachers need to plan in more detail than experienced colleagues so ensure that your planning format includes all the elements identified in university sessions.

**Plan some small group activities- use this to help develop your planning format, identify effective resources, key questions and subject knowledge/pedagogical development needs.**

* What is the role of additional adults in the classroom? Is it linked to specific subjects/children or is it learning support to be deployed to meet needs?
* How will you deploy staff to support children’s learning and enhance progress?

**Based on this, identify a target related to planning to form one of your initial action points:**

Getting to know your placement school

***Behaviour Management (Standards 1 and 7)***

* Access and read the school’s behaviour policy.
* Identify behaviour management strategies used to implement this.
* Identify effective rules, routines and expectations used by your class teacher (including praise, sanctions and rewards). How will you use these to establish an effective learning environment?
* Join your class teacher on playground duty – what have you learnt about managing behaviour around the school?

**Based on this, identify a target related to behaviour management to form one of your initial action points:**

Getting to know your placement school

***Safeguarding and Promoting the Welfare of Children (Part Two)***

Please read relevant policies relating to Child Protection and Safeguarding and record key information below:

**Child Protection Officer: …………………………………**

**Deputy Child Protection Officer: ……………………………**

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| ***Policy*** | ***Key Points*** | ***Implications for Placement*** |
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Getting to know your placement school

***Health & Safety Check List***

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Please read the Health and Safety Policy. Identify implications for you whilst on placement:

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| --- | --- |
| *Key Points from H&S Policy* | *Implications for Placement* |
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Please note the Accident Reporting Procedure:

Find out about First Aiders and Contact Arrangements:

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| *First Aider* | *Contact Arrangements* |
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Fire Drill/Procedure:

Assembly Point:

Usual Exit Route:

Alternative Exit Route:

Workplace Hazards

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| *Hazards* | *Controls* |
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Procedure for Reporting Faulty Equipment:

Developing Professional Practice

***Observations of Teachers during SE1 (Standard 8) eg. Maths Subject Leader, EYFS, Year 6, SENCO, Phonics***

Identify your strengths and areas for development. Observe teachers across the school to build up a range of strategies to enhance your practice. Remember observations of colleagues can take place throughout your school based training.

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| ***Date & Year Group observed*** | ***What is the focus of the observation?*** | ***Identify strategies to enhance teaching and learning?*** |
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Observation Form to Observe a Modelled Lesson

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| **Name** | **Date** |
| **Teacher** | **Focus of Observation** |
| **Class/Year Group** | **Subject** |
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| **What to look for:** | **Observation Notes:** |
| Teaching and learning strategies:  Assessment strategies: |  |
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| Response by the pupils: |  |
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| Discussion with colleagues after observation: | |
| Agreed key areas observed that would help to improve your teaching: | |
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| Further support required | How? |
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Observation Form to Observe a Modelled Lesson

|  |  |
| --- | --- |
| **Name** | **Date** |
| **Teacher** | **Focus of Observation** |
| **Class/Year Group** | **Subject** |
|  |  |
| **What to look for:** | **Observation Notes:** |
| Teaching and learning strategies:  Assessment strategies: |  |
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| Response by the pupils: |  |
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| Discussion with colleagues after observation: | |
| Agreed key areas observed that would help to improve your teaching: | |
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| Further support required | How? |
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Observation Form to Observe a Modelled Lesson

|  |  |
| --- | --- |
| **Name** | **Date** |
| **Teacher** | **Focus of Observation** |
| **Class/Year Group** | **Subject** |
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| **What to look for:** | **Observation Notes:** |
| Teaching and learning strategies:  Assessment strategies: |  |
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| Response by the pupils: |  |
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| Discussion with colleagues after observation: | |
| Agreed key areas observed that would help to improve your teaching: | |
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| Further support required | How? |
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**Reading Tasks to be completed during SBT1**

**Reading Task 1: Observing a Phonics Lesson**

Observe a phonics lesson. Make notes as you observe the lesson using the prompts on the lesson observation form. Where possible, discuss the lesson with the teacher afterwards. Make post observation notes.

**Reading Task 2: Sharing a Text**

Share a prepared text with a group of children. Make comments regarding the children’s responses and your understanding of reading for enjoyment.

**Reading Task 3: The Reading Environment**

Examine the reading environment of the school. List the key features you identify-where possible, take some photographs to help inform your future practice.

**Bring evidence of these 3 tasks to share in core sessions in university.**

**Reading Task 1: Observing a Phonics Lesson**

**Systematic Synthetic Phonics**

**Observation**

**Trainee: Date:**

**Teacher Observed:**

**School: Age group:**

**PDT: Phonics scheme:**

|  |  |
| --- | --- |
| **Observation Prompts** | **Observation Comments** |
| **Revisit and Review**  Can all children see/hear? How has the CT achieved this?  Do the children revise and consolidate earlier learning (grapheme-phoneme correspondences, tricky words)?  How are the phonemes articulated? |  |
| **Teach**  What is the new learning/sound?  Is there blending and segmenting?  Does the teacher introduce/revisit any tricky words?  How is the learning contextualised?  What are the children doing? Are they actively involved in speaking and listening?  How does the teaching link to the phonic phase the children are working at? |  |
| **Practise**  How is the session interactive and multisensory?  How are all the children engaged in learning?  What differentiation is evident? (if any)  How does the teacher articulate the phonemes –listen carefully?  Are they given opportunities to blend phonemes to read words and/or segment words into graphemes for spelling?  What kind of feedback does the teacher provide?  How do additional adults contribute to the learning and/or assessment?  How do activities promote all four interdependent strands of language: speaking, listening, reading and writing? |  |
| **Apply**  How do the children have opportunities to apply their phonic knowledge and skills in purposeful reading or writing a sentence or caption? |  |
| **Assessment**  What assessment strategies are used?  How will the assessment help inform future planning?  What was the impact on pupil progress?  **Lesson Overall**  Was it short and tightly focused on the LO? |  |

**Post Observation Discussion/ Notes**

**Post Observation Discussion**

What have you learned about the teaching of phonics?

How will this impact on your future teaching of phonics?

Text title and author:

Age group:

Introduction and Prompts:

Children’s responses to the text:

What have you learned?

How will this impact on your future teaching of reading?

**Reading Task 2: Sharing a Text**

Examine the reading environment of the school /classroom and list the key features you identify

**Reading Task 3: The Reading Environment**

**Writing Task to be completed during SBT1**

**Writing Task 1: School Writing Policy**

Read the school writing policy and gain an understanding of how your school promotes writing.

**Writing Task 2: Examples of writing**

Collect examples of children’s writing from across the primary range.

**Maths Task to be completed during SBT1**

**Maths Task:** Speak to the Maths coordinator and ask for a copy of the school ‘Calculation Policy’.

**Science Task to be completed during SBT1**

**Science Task:** Understand how Science teaching is organised across the

School. Observe a science lesson and consider:

* How children work scientifically
* How teachers encourage children to work scientifically

**Bring evidence of these tasks to share in core sessions in university.**

**Targets for Professional Development School Based Training**

Identify targets linked to the Teachers’ Standards and discuss with those involved in your support. The targets should relate to your continuing professional development needs and to the school/class in which you are placed. **You should write targets in your own words and link them to the relevant Teachers’ Standards. Your placement cannot commence until this approval has been gained.**

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| --- | --- | --- |
| **Teachers’ Standard** | **Target** | **Actions to Achieve Target** |
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**Disability Support Summary and Implications for School Based Training Discussed Yes No**

**Placement Action Plan Yes No**

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Signed: Trainee: Date

Approved by: PDT: Date

School Mentor/class teacher: Date

University Tutor: Date

**Pre Block Professional Development Discussion Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Trainee: Teacher/Mentor:**

**Prompts for Weekly Reflection**

**It is essential to analyse and reflect on developing practice in order to improve teaching and to recognise the impact that it has on children’s learning.**

**When reflecting upon your week please focus upon the following key questions:**

* ***How successful was the children’s learning this week?***
* ***How effective were the teaching and assessment strategies you used?***
* ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

The prompts below are not exhaustive but might help you when reflecting on your own and the teaching of others.

If you are working in a school with other trainee teachers arrange to work with a peer and observe each other teach at least once a week. Use the learning prompts to feedback to each other.

**Lesson structure, organisation and delivery**

* Were there opportunities to make links to prior learning?
* Was teaching clear and accessible to all children?
* Were instructions clear and concise? Did you model and demonstrate key learning points effectively?
* Were there opportunities for children to think about and discuss their ideas?
* Did the timing of different parts of the lesson support the children’s engagement?
* Did the children’s learning opportunities/activities enable them to engage with the learning?
* What opportunities were there for children to interact with their peers; how did this support learning?
* How were children who are struggling or high achieving children supported to help them make progress?
* How effective were your behaviour management strategies?

**Assessment**

* How well had you based the children’s activities upon their prior knowledge, skills and understanding
* Did children understand what they were being asked to do during every stage of the lesson
* Did children have opportunities and means to indicate their understanding of the concepts introduced?
* What opportunities were there to assess children’s understanding and progress?
* What opportunities were there to give feedback to children; did this feedback improve their understanding
* How did the teacher know what children have learned in the lesson?
* What will be planned next to develop children’s learning?

**Written Weekly Reflection for Weekly Professional Development Discussion**

“The quality of a trainee’s teaching will be judged by the impact of their teaching on the progress and learning of their pupils.”

In the space below, reflect and write about the impact of your teaching on pupils’ learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

 Pupils’ work; observations of pupils; quotes from pupils

 Planning; annotated planning; prior learning; identified learning for groups, individuals

 Tracking of progress; outcomes for groups; outcomes for individuals

 Impact of behaviour management strategies

 Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

* ***How successful was the children’s learning this week?***
* ***How effective were the teaching and assessment strategies you used?***
* ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Formative Assessment Criteria to identify progress made.

**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

**Written Weekly Reflection for Weekly Professional Development Discussion**

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In the space below, reflect and write about the impact of your teaching on pupils’ learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

 Pupils’ work; observations of pupils; quotes from pupils

 Planning; annotated planning; prior learning; identified learning for groups, individuals

 Tracking of progress; outcomes for groups; outcomes for individuals

 Impact of behaviour management strategies

 Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

* ***How successful was the children’s learning this week?***
* ***How effective were the teaching and assessment strategies you used?***
* ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Formative Assessment Criteria to identify progress made.

**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

Progress Meeting 1 Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Part 1 Teachers’ Standards | EMG | EST | EMB | ENH |
| Standard 1 |  |  |  |  |
| Standard 2 |  |  |  |  |
| Standard 3 |  |  |  |  |
| 3 – Early Reading |  |  |  |  |
| 3 – Early Mathematics |  |  |  |  |
| Standard 4 |  |  |  |  |
| Standard 5 |  |  |  |  |
| Standard 6 |  |  |  |  |
| Standard 7 |  |  |  |  |
| Standard 8 |  |  |  |  |
| Overall Grade |  |  |  |  |
| Part 2 Teachers’ Standards | **Cause for Concern** | | **Consistently High Standards** | |
| Comment relating to PDP file. |  | | | |

When making a judgement for the **Progress Meeting 1 Grade** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the standards as recorded in the Formative Assessment Criteria.

Please review trainee’s progress and attainment against Part 2 of the Teachers’ Standards.

Trainees making satisfactory progress will be broadly demonstrating their understanding and application of the Standards at the **Emerging level.** Please identify targets and strategies for improvement with the trainee and complete the ‘Trainee Making Satisfactory or Good Progress’ grid on page 33.

Trainees whose progress **requires improvement** will not be demonstrating their understanding and/or application of the Standards at the **Emerging level** and/or **are not fully engaged or responding to advice and feedback.** Please identify targets and strategies for improvement with the trainee and complete the **Cause for Concern** on page 34 - 36.

Please email a copy of the **Cause for Concern** to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

Trainee has taught phonics/guided reading YES NO Trainee has shared ‘Teaching of Reading Booklet’ YES NO

If the answer is ‘NO’ to either of these, please incorporate within a Target.

Trainee Making Satisfactory or Good Progress

|  |  |  |
| --- | --- | --- |
| ***Teachers’ Standards*** | ***Target*** | ***Suggested Strategies and People Involved in Support*** |
|  |  |  |
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Trainee:

School Mentor/University Tutor:

Class Teacher:

Date:

**Cause for Concern Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee:** | | **School:** | | | **PGCE 1** | **Date:** | **CFC No** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional Development Tutor (PDT):** | | | |
| **Please send a copy of the form completed after the initial Cause for Concern Meeting and also after the Review Meeting to** [**education.partnerships@bcu.ac.uk**](file:///\\staff\shares\storage_2gb\ID118110\Dave's%20Documents\DEPUTY\Partnership\SE3%202016_17\Booklets%20and%20guidance\education.partnerships@bcu.ac.uk) | | | | | | | |
| **Please use this section to clearly identify the issue(s) which give cause for concern in relation to the Teachers’ Standards.** | | | | | | | |
| **1 Set high**  **expectations which inspire, motivate and challenge pupils** | The trainee has not demonstrated satisfactory progress in:   * establishing a safe and stimulating environment for pupils; * setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; * demonstrating consistently the positive values, attitudes and behavior which are expected of pupils. | | | | | | |
| **2 Promote good**  **progress and outcomes by pupils** | The trainee has not demonstrated satisfactory progress in:   * taking accountability for pupils’ attainment, progress and outcomes; * demonstrating an awareness of pupils’ capabilities and their prior knowledge and planning teaching to build on these; * guiding pupils to reflect on the progress they have made and their emerging needs; * demonstrating sufficient knowledge and understanding of how children learn and how this impacts on learning. | | | | | | |
| **3 Demonstrate good**  **subject and**  **curriculum knowledge** | The trainee has not demonstrated satisfactory progress in:   * demonstrating that they have secure subject knowledge across all subjects and areas taught; * fostering and maintaining pupils’ interest during lessons and learning activities; * addressing pupils’ misunderstandings and misconceptions; * encouraging pupils to take a conscientious attitude towards their own work; * demonstrating an understanding of and taking responsibility for promoting high standards of literacy and the correct use of Standard English; * demonstrating a clear understanding of systematic synthetic phonics if teaching early reading; * demonstrating a clear understanding of appropriate teaching strategies when teaching mathematics. | | | | | | |
| **4 Plan and teach well**  **structured lessons** | The trainee has not demonstrated satisfactory progress in:   * imparting knowledge and developing pupils’ understanding through effective use of lesson time; * promoting a love of learning and intellectual curiosity * setting homework and other planned out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; * reflecting systematically on the effectiveness of their lessons and approaches to teaching; * contributing to the design and provision of an engaging curriculum. | | | | | | |

|  |  |
| --- | --- |
| **5 Adapt teaching to**  **respond to the strengths and needs of all pupils** | The trainee has not demonstrated satisfactory progress in:   * differentiating appropriately in response to pupils’ needs; * demonstrating a clear understanding of the needs of the physical, social and intellectual development of pupils and supporting pupils’ education at different stages of development; * understanding the needs of pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities and using and evaluating distinctive teaching approaches to engage and support them. |
| **6 Make accurate and**  **productive use of assessment** | The trainee has not demonstrated satisfactory progress in:   * assessing relevant subject areas, including statutory assessment requirements; * using formative and summative assessment to secure pupils’ progress; * using relevant data to monitor progress, set targets, and plan subsequent lessons; * giving regular feedback, both orally and through accurate marking and encouraging pupils to respond to the feedback. |
| **7 Manage behaviour**  **effectively to ensure a good and safe**  **learning environment** | The trainee has not demonstrated satisfactory progress in:   * establishing clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behavior in classrooms and around the school, in accordance with the school’s behaviour policy; * managing classes effectively using a range of strategies * maintaining good relationships with children and exercising appropriate authority and/or acting decisively when necessary; |
| **8 Fulfil wider**  **professional responsibilities** | The trainee has not demonstrated satisfactory progress in:   * making a positive contribution to the wider life and ethos of the school; * deploying support staff effectively; * developing effective professional relationships with colleagues and know when to draw on advice and specialist support; * communicating effectively with parents with regard to pupils’ achievements and well-being. |
| **Part 2** |  |
| **Personal and**  **professional conduct** | During the School based Training to date the trainee has not demonstrated satisfactory progress in:   * upholding the high standards of the teaching profession, within and outside school; * developing appropriate professional relationships with colleagues and pupils; * safeguarding pupils’ well-being, in accordance with statutory provisions; * understanding 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; * understanding the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions; * displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality; * understanding and applying the range of policies that support school practice and acting on these in their planning, teaching and wider involvement in the life of the school; * taking appropriate responsibility for their own and pupils’ well-being; * consistently presenting themselves through their use of language and their dress in a professional manner in line with school policy; * showing a satisfactory awareness of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding; * judging when they may need advice and help in matters of Child Protection or confidentiality. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teachers’ Standard number and agreed target** | **Strategies Identified to Support**  **Trainee** | **Person/s**  **Responsible for Support** | **Review of progress meeting**  (Satisfactory/Limited/  Unsatisfactory Progress) | **S** | **L** | **U** | **Further**  **CFC** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Signed: Date:  Trainee  Person completing form:  Role:  Agreed Review Date: | | | Signed: Date:  Trainee  Person completing form:  Role: | | | | |
|  | | |  | | | | |

**Written Weekly Reflection for Weekly Professional Development Discussion**

“The quality of a trainee’s teaching will be judged by the impact of their teaching on the progress and learning of their pupils.”

In the space below, reflect and write about the impact of your teaching on pupils’ learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

 Pupils’ work; observations of pupils; quotes from pupils

 Planning; annotated planning; prior learning; identified learning for groups, individuals

 Tracking of progress; outcomes for groups; outcomes for individuals

 Impact of behaviour management strategies

 Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

* ***How successful was the children’s learning this week?***
* ***How effective were the teaching and assessment strategies you used?***
* ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Formative Assessment Criteria to identify progress made.

**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

**Written Weekly Reflection for Weekly Professional Development Discussion**

“The quality of a trainee’s teaching will be judged by the impact of their teaching on the progress and learning of their pupils.”

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 Tracking of progress; outcomes for groups; outcomes for individuals

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Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

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**Weekly Professional Development Discussion Date:**

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**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

**Written Weekly Reflection for Weekly Professional Development Discussion**

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The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Formative Assessment Criteria to identify progress made.

**Record of Discussion**

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standards** | **Target** | **Actions Required** |
|  |  |  |

**Cause for Concern Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

Progress Meeting 2 Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_

**Please highlight in PINK the statements in the Formative Assessment Criteria that best reflect the trainee’s attainment by the end of School Based Training 1.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Part 1 Teachers’ Standards | EMG | EST | EMB | ENH |
| Standard 1 |  |  |  |  |
| Standard 2 |  |  |  |  |
| Standard 3 |  |  |  |  |
| 3 – Early Reading |  |  |  |  |
| 3 – Early Mathematics |  |  |  |  |
| Standard 4 |  |  |  |  |
| Standard 5 |  |  |  |  |
| Standard 6 |  |  |  |  |
| Standard 7 |  |  |  |  |
| Standard 8 |  |  |  |  |
| Overall Grade |  |  |  |  |
| Part 2 Teachers’ Standards | **Cause for Concern** | | **Consistently High Standards** | |
| Comment relating to PDP file. |  | | | |

When making a judgement for the **Progress Meeting 2 Grade** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the standards as recorded in the Formative Assessment Criteria.

Please review trainee’s progress and attainment against Part 2 of the Teachers’ Standards.

Trainees making satisfactory progress will be broadly demonstrating their understanding and application of the Standards at the **Establishing level.** Please identify targets and strategies for improvement with the trainee and complete the ‘Trainee Making Satisfactory or Good Progress’ grid on page 45 and 46.

Trainees whose progress **requires improvement** will not be demonstrating their understanding and/or application of the Standards at the **Establishing level** and/or **are not fully engaged or responding to advice and feedback.** Please identify targets and strategies for improvement with the trainee and complete the **Cause for Concern** on page 47-49.

Please email a copy of the **Cause for Concern** to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

Trainee has taught phonics/guided reading YES NO Trainee has shared ‘Teaching of Reading Booklet’ YES NO

If the answer is ‘NO’ to either of these, please incorporate within a Target.

*Please record detailed information about the trainee’s achievements and contributions. This will be used by Personal Tutors to inform support and development. For each Teachers’ Standard please identify key strengths and suggestions for development. Please link your comments to the Teachers’ Standards.*

|  |
| --- |
| 1. Set high expectations which inspire, motivate and challenge pupils. |
| 1. Promote good progress and outcomes for pupils. |
| 1. Demonstrate good subject and curriculum knowledge. |
| 1. Plan and teach well-structured lessons. |
| 1. Adapt teaching to respond to strengths and needs of all pupils. |
| 1. Make accurate and productive use of assessment |
| 1. Manage behaviour effectively to ensure a good and safe learning environment. |
| 1. Fulfil wider professional responsibilities. |
| Part Two: Personal and Professional Conduct. |

Trainee Making Satisfactory or Good Progress

|  |  |  |
| --- | --- | --- |
| ***Teachers’ Standards*** | ***Target*** | ***Suggested Strategies and People Involved in Support*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Trainee:

School Mentor/University Tutor:

Class Teacher:

Date:

**Cause for Concern Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee:** | | **School:** | | | **Course:** | **Date:** | **CFC No 1 2 3** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional Development Tutor (PDT):** | | | |
| **Please send a copy of the form completed after the initial Cause for Concern Meeting and also after the Review Meeting to** [**education.partnerships@bcu.ac.uk**](file:///\\staff\shares\storage_2gb\ID118110\Dave's%20Documents\DEPUTY\Partnership\SE3%202016_17\Booklets%20and%20guidance\education.partnerships@bcu.ac.uk) | | | | | | | |
| **Please use this section to clearly identify the issue(s) which give cause for concern in relation to the Teachers’ Standards.** | | | | | | | |
| **1 Set high**  **expectations which inspire, motivate and challenge pupils** | The trainee has not demonstrated satisfactory progress in:   * establishing a safe and stimulating environment for pupils; * setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; * demonstrating consistently the positive values, attitudes and behavior which are expected of pupils. | | | | | | |
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| **3 Demonstrate good**  **subject and**  **curriculum knowledge** | The trainee has not demonstrated satisfactory progress in:   * demonstrating that they have secure subject knowledge across all subjects and areas taught; * fostering and maintaining pupils’ interest during lessons and learning activities; * addressing pupils’ misunderstandings and misconceptions; * encouraging pupils to take a conscientious attitude towards their own work; * demonstrating an understanding of and taking responsibility for promoting high standards of literacy and the correct use of Standard English; * demonstrating a clear understanding of systematic synthetic phonics if teaching early reading; * demonstrating a clear understanding of appropriate teaching strategies when teaching mathematics. | | | | | | |
| **4 Plan and teach well**  **structured lessons** | The trainee has not demonstrated satisfactory progress in:   * imparting knowledge and developing pupils’ understanding through effective use of lesson time; * promoting a love of learning and intellectual curiosity * setting homework and other planned out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; * reflecting systematically on the effectiveness of their lessons and approaches to teaching; * contributing to the design and provision of an engaging curriculum. | | | | | | |

|  |  |
| --- | --- |
| **5 Adapt teaching to**  **respond to the strengths and needs of all pupils** | The trainee has not demonstrated satisfactory progress in:   * differentiating appropriately in response to pupils’ needs; * demonstrating a clear understanding of the needs of the physical, social and intellectual development of pupils and supporting pupils’ education at different stages of development; * understanding the needs of pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities and using and evaluating distinctive teaching approaches to engage and support them. |
| **6 Make accurate and**  **productive use of assessment** | The trainee has not demonstrated satisfactory progress in:   * assessing relevant subject areas, including statutory assessment requirements; * using formative and summative assessment to secure pupils’ progress; * using relevant data to monitor progress, set targets, and plan subsequent lessons; * giving regular feedback, both orally and through accurate marking and encouraging pupils to respond to the feedback. |
| **7 Manage behaviour**  **effectively to ensure a good and safe**  **learning environment** | The trainee has not demonstrated satisfactory progress in:   * establishing clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behavior in classrooms and around the school, in accordance with the school’s behaviour policy; * managing classes effectively using a range of strategies * maintaining good relationships with children and exercising appropriate authority and/or acting decisively when necessary; |
| **8 Fulfil wider**  **professional responsibilities** | The trainee has not demonstrated satisfactory progress in:   * making a positive contribution to the wider life and ethos of the school; * deploying support staff effectively; * developing effective professional relationships with colleagues and know when to draw on advice and specialist support; * communicating effectively with parents with regard to pupils’ achievements and well-being. |
| **Part 2** |  |
| **Personal and**  **professional conduct** | During the School based Training to date the trainee has not demonstrated satisfactory progress in:   * upholding the high standards of the teaching profession, within and outside school; * developing appropriate professional relationships with colleagues and pupils; * safeguarding pupils’ well-being, in accordance with statutory provisions; * understanding 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; * understanding the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions; * displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality; * understanding and applying the range of policies that support school practice and acting on these in their planning, teaching and wider involvement in the life of the school; * taking appropriate responsibility for their own and pupils’ well-being; * consistently presenting themselves through their use of language and their dress in a professional manner in line with school policy; * showing a satisfactory awareness of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding; * judging when they may need advice and help in matters of Child Protection or confidentiality. |

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| **Teachers’ Standard number and agreed target** | **Strategies Identified to Support**  **Trainee** | **Person/s**  **Responsible for Support** | **Review of progress meeting** | **Satisfactory**  **progress made** | **Further**  **CFC** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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| Signed: Date:  Trainee  Person completing form:  Role: | | | Signed: Date:  Trainee  Person completing form:  Role: | | |
|  | | |  | | |

**Birmingham City University Partnerships Initial Teacher Education Assessment Criteria**

**Assessing Trainees: important considerations**

1. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners*. (‘Initial teacher education inspection handbook’, March 2015, Paragraph 125)
2. When assessing the quality of primary and secondary trainees’ teaching over time, reference should be made *to the Teachers’ Standards in full* (‘Initial teacher education inspection handbook’, March 2015, Paragraph 126). The bulleted sub-headings in this toolkit should be used to:

* track progress against the Teachers’ Standards;
* determine areas for additional development;
* identify strengths which indicate excellent practice;
* enable the identification of aspects of, for example, outstanding practice for ‘Good’ (EMB) trainees and good practice for trainees with ‘Requires improvement’ (EST) in order to show that they are exceeding the minimum in aspects of the Teachers’ Standards

1. ‘The standards 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) should 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.’ (‘Teachers’ Standards’, Paragraph 6)
2. Trainees’ teaching over time should be assessed in relation to:

* the impact they have on the progress and learning over time of the pupils for which they are responsible;
* the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers’ Standards and not on individual lessons**.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils’ responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

**Underline in PENCIL applicable statements during Weekly Professional Development Discussions and Progress Meeting 1.**

**At the Progress Meeting 2, please highlight in PINK all applicable statements and use these to make a ‘Best Fit’ judgement to describe the trainee’s achievement at the end of School Based Training 1.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S1: Set high expectations which inspire, motivate and challenge learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S2: Promote good progress and outcomes by learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S3: Demonstrate good subject and curriculum knowledge** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S4 Plan and teach well-structured lessons** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S5: Adapt teaching to respond to the strengths and needs of all learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S6: Make accurate and productive use of assessment** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S7 Manage behaviour effectively to ensure a good and safe learning environment** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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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| **S8 Fulfil wider professional responsibilities** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| 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. |

**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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| **Teachers’ Standard:**  **Part Two descriptor** | **Scope** | **Key questions** | **Consistently high standards** | **Cause for concern** |
| 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. | * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |  |  |

\*Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values. Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

**School of Education and Social Work**

**Placement Moderation Form**

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| **Trainee’s Name:** |  | **School:** |  |
| **Programme:** | **PGCE Primary and Early Years** | **Placement:** | **1** |

**Record the ‘E’ word descriptor identified against each of the Teachers’ Standards into the top line of the table below and identify the trainee’s overall summative outcome.**

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|  | **Standard** **1** | | **Standard 2** | | **Standard 3** | | **Standard 4** | | **Standard 5** | **Standard 6** | **Standard 7** | | **Standard 8** | | **Part 2 (Pass/fail)** | **Summative Outcome** |
| **Summative Report Descriptors** |  | |  | |  | |  | |  |  |  | |  | |  |  |
| The summative report descriptors above are moderated by University tutors to ensure consistency across the partnership. The moderation process is informed by the formative feedback guidance and Ofsted descriptors. Evidence is gathered from the PDP/SEPJ, records of weekly discussions, lesson observations and the trainee’s school experience file. Changes are not made to judgements against individual Standards but the moderation process may result in a final outcome which is different to the summative outcome given above. | | | | | | | | | | | | | | | | |
| **Sub-levelled Grades** |  | |  | |  | |  | |  |  |  | |  | |  |  |
| Proceed to SE2 (Please circle as appropriate)  If ‘NO’ please contact Ali Pemberton immediately [alison.pemberton@bcu.ac.uk](mailto:alison.pemberton@bcu.ac.uk) | | | | | | | | | | | **YES** | | | | **NO** | |
|  | | | | | | | | | | | | | | | | |
| **Moderated Grade** | | |  | **Moderator’s comment** | | |  | |  |  |  | |  | |  |  |
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|  |  | |  |  | | |  | |  |  |  | | Date: | |  |  |
| **Signatures:** | |  | | | |  | |  | | | |  | |  | | |
| Mentor /  Class Teacher: | |  | | | | University Tutor: | |  | | | | Moderating Tutor: | |  | | |