

**BCU ITE**

**Formative Assessment Tracker**

2021 22



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| **BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **(CCF – Professional Behaviours) (TS8 and Part 2)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works with clearly focused support using critical enquiry and research informed practice to:***  engage with relevant research and policy relating to subject and pedagogical knowledge  reflect on lessons making links to theory and practice explored in taught sessions and observed in school  use subject audits to identify areas of current strengths and development  use identified resources and reading to support learning in the subject  track own development of curriculum and pedagogical knowledge, skills, and understanding | ***The trainee works confidently under direction using critical enquiry and research informed practice to:***  critically evaluate identified resources and reading to develop subject and pedagogical knowledge  reflect critically on practice to identify and discuss links to evidenced based research  recognise pedagogical approaches they have adopted which are underpinned by learning theories  identify the impact of their practice on pupils’ learning and discuss with expert colleagues how to develop practice as a result  engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding | ***The trainee demonstrates growing independence using critical enquiry and research informed practice to:***  make informed pedagogical choices based on reading, research, and intended impact on pupils’ learning  justify these choices in professional discussions with expert colleagues  critically evaluate the impact of pedagogical approaches on pupils’ progress and use research informed practice to develop their practice  critically evaluate reading and research to continue their own professional development | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**  **(CCF – High Expectations; Managing Behaviour)** **(TS1 and TS7)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:***  explore and observe how expert colleagues establish effective classroom routines  be clear about what good behaviour looks like  prepare for common behaviour issues and plan how they will be addressed  build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood  experience how high expectations are demonstrated through praising pupil engagement and progress made  understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils  explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines  demonstrate clear expectations that communicate shared values and support classroom and school culture.  proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom  role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions  discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils  engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children  establish high expectations of behaviour using a predictable and secure system of reward and sanction  respond quickly to any behaviour or bullying that threatens emotional and/or physical safety | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine  support pupils to believe that their feelings will be considered and understood.  Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances  support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives  clearly embed a range of effective behaviour management strategies within their professional practice  respond with authority to any behaviour or bullying that threatens emotional and/or physical safety  consistently use early and least-intrusive interventions as an initial response to low level disruption | |
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| **BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**  **(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:***    familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice    reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject    know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils    understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils’ development as confident learners    understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content  know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress    know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing    familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject  ………………………………………………………………………………..  **Primary trainees:**  understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing    begin to teach phonics following school policy    know of the approaches for teaching for conceptual understanding and depth in mathematics    begin to teach mathematics, following school policy | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice    actively develop pedagogical content knowledge in relation to key concepts and skills of the subject    use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils    teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions    teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge  use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development    teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject  ……………………………………………………………………………………………………..  **Primary trainees:**  demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing    teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress    teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons    make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge    plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress    demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them    withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge    teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately  ……………………………………………………………………………………………………..  **Primary trainees:**  to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress    effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression | |
| **Progress:** | | | **YES/NO** |
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| **BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.**  **(CCF – Classroom Practice; Adaptive Teaching; Assessment)** **(TS4 and TS6)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:***  explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented  identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning  adapt and teach from existing planning to demonstrate the key lesson components in practice  begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving  observe how expert colleagues adapt lessons during the teaching process based upon formative assessment  discuss and analyse ‘Assessment For Learning’ opportunities with expert colleagues  recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues  use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress  discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan effective sequences of learning using a range of teaching strategies  plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills  use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress  plan appropriate ‘Assessment For Learning’ strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective  effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils’ progress  use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach  use summative assessment to inform planning to ensure progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive  comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met  uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think  expose potential pitfalls/misconceptions and explain how to address them  continually adapt the teaching to respond to emerging learning needs  fully integrate additional adults into the planning, teaching and assessment process (where applicable)  consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress  ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set | |
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| **BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**  **(CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:***  understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed  begin to understand that pupils’ differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching  know there is a common misconception that pupils have distinct and identifiable learning styles  know pupils with special educational needs or disabilities are likely to require additional or adapted support    work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL  observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  anticipate pupils’ differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning  begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils  build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils  use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively  identify pupils who need new content to be broken down further  make use of formative assessment to inform adaptive learning to meet the needs of all pupils  provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts  appropriately select well-designed resources to promote positive outcomes for all pupils. | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils  work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils  to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils  make consistent use of teaching assistants and other adults in the classroom  demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils  build in additional practice or remove unnecessary expositions to meet the needs of all pupils.  effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge | |
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| **BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.**  **(CCF Professional Behaviours) (TS8 and Part 2)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee demonstrates professional behaviour by consistently following placement expectations:***  understands safeguarding responsibilities as set out in Keeping Children Safe In Education  adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications  understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession  recognises the experience and expertise of university and school staff, acts upon advice  ***The trainee works with clearly focused support to develop:***  professional relationships with colleagues  reflective practice and acting upon expert feedback  understanding of professional development as a sustained process over time that will impact positively on pupil outcomes | ***The trainee confidently demonstrates professional behaviour and works with expert colleagues to:***  know who to contact with any safeguarding concerns  use feedback and discussion with expert colleagues to reflect upon and improve own practice  use recent and relevant research evidence to inform  professional discussions and to improve own practice  develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school  understand how relationships with carers and parents can impact on pupils and begin to develop these relationships  ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported  work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs  be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning | ***The trainee’s professional behaviour is consistent and noticeable:***  collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice  reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence  seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways  understands how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning | |
| **Progress:** | | | **YES/NO** |
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| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |