School of Education & Social Work

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SBT 1  Year Group Taught |  | | | |
| Progress Meeting 1 | Grade: | | | |
| RIT form | | Yes | |
| No | |
| Progress Meeting 2 | Grade: | | | |
| RIT form | | Yes | |
| No | |
| Phonics Grade | NT | D | | C |

**Progress Journal**

BA (Hons) Primary Education with QTS

Year One

|  |
| --- |
| **Name:** |

**SBT1 School Based Training Record**

**Primary & Early Years**

|  |  |
| --- | --- |
| **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:** |

**Key Dates**

**These are the main dates, but some students may follow a bespoke placement dependent on mitigating factors**

**BLOCK 1:**

**Attachment Days:** 05/11/19; 12/11/19; 19/11/19; 26/11/19; 03/12/19; 10/12/19, 07/01/20, 14/01/20, 21/01/20

**UT briefing:** Week beginning: 13/01/20

**Placement Dates:** Block 1: 27/01/20 – 13/02/20

**Progress Meeting 1** W/B: 10/02/20

Follow-up meeting in University - 15/02/20

**BLOCK 2:**

**Attachment Days:** 25/02/20; 03/03/20; 10/03/20/17/03/20; 24/03/20; 31/03/20; 28/04/20

**Placement Dates:** 04/05/20 – 22/05/20

**Progress Meeting 2:** W/B: 18/05/20

Follow-up meeting in University – W/B: 01/06/20

**School Based Training Year Group Briefings**

**22/10/19 – Attachment days**

**5/12/19 – Block placements**

Information Regarding School Absence Procedure

|  |  |
| --- | --- |
| Who do you need to contact? |  |
| What form of contact should it be? |  |
| What time does the contact need to have been made by? |  |
| By what time do you need to let the school know if you are going to be in, or not in, the next day? |  |
| Remember to also contact the university absence email (HELS.Absences@bcu.ac.uk), copying in your UT and your PDT. | |

**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.
3. Email [HELS.Absences@bcu.ac.uk](mailto:HELS.Absences@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.
4. You must keep the school and university including UT and PDT, informed about continuing absence daily.

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

# Placement Register Attachment Days and Block 1

Please keep this register for all days, including preliminary days, during which you are on School Based Training. Ensure that the register has been signed by a school colleague. Morning and afternoon attendance are to be shown as follows:

Attendance Record

Total number of days present……….out of……….

|  |  |
| --- | --- |
| Present | / |
| Absent | O |
| University Day | U |

* 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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week beginning | M | T | W | T | F | No. of days present | Reasons for Absence |
| 04 Nov 2020 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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| **I confirm that this is an accurate record of the trainee’s attendance.**  **Signed: Class teacher/School Mentor** | | | | | | | |

# Placement Register Attachment Days and Block 2

Please keep this register for all days, including preliminary days, during which you are on School Based Training. Ensure that the register has been signed by a school colleague. Morning and afternoon attendance are to be shown as follows:

Attendance Record

Total number of days present……….out of……….

|  |  |
| --- | --- |
| Present | / |
| Absent | O |
| University Day | U |

* 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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week beginning | M | T | W | T | F | No. of days present | Reasons for Absence |
| 27 April 2020 |  |  |  |  |  |  |  |
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| **I confirm that this is an accurate record of the trainee’s attendance.**  **Signed: Class teacher/School Mentor** | | | | | | | |

Pre Placement Approval Checklist

|  |  |  |
| --- | --- | --- |
| ***Task*** | School Confirmation | UT  Confirmation |
| Share and discuss School Based Training Guidance |  |  |
| Health and Safety Induction/information gathering from the relevant H&S Policies. |  |  |
| Safeguarding and Child Protection Induction/information gathering from the relevant Child Protection Policies. – Safeguarding local priorities - Name of DSL |  |  |
| Discuss ‘Keeping Children Safe in Education’ (2019) document and share ‘Safeguarding & Promoting the Welfare of Children’ booklet |  |  |
| GDPR |  |  |
| Have read school ‘Pupil Behaviour Policy’ and ‘Staff Behaviour Policy’ |  |  |
| ***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. Expected time of arrival in school and departure of staff and trainees. |  |  |
| Identify staff meetings/training that you should attend during the School Based Training. \*Unless advised otherwise by school students should attend ALL whole school/phase meetings and training. |  |  |
| Identify areas for development during this School Based Training and formulate targets for discussion with your PDT. |  |  |
| Identify Needs of individual children (EAL, SEND, LAC, PP etc.) |  |  |
| Negotiate times for Weekly Professional Development Discussions. |  |  |
| Addressing Workload in ITE documentation has been discussed |  |  |
| Trainee has shared ‘Teaching of Reading Booklet’ |  |  |
| School Based Training File organised as follows:  ***Section One ~ Background Information:*** Safeguarding Confirmation Letter, list of staff and their responsibilities, a copy of your teaching timetable, (in line with school’s GDPR policy).  ***Section Two ~ Planning:*** Long/Medium Term  ***Section Three ~ Short Term Planning and Evaluations:*** organised in weekly sections in chronological order with lesson plans, resources, anonymised assessment records/notes and evaluations, (in line with school’s GDPR policy). |  |  |

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

University Tutor: Class Teacher/School Mentor:

**Standard 3: Demonstrate good subject and curriculum knowledge.**

**Record of Subjects Taught (number of lessons)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** |  | | **3-7yrs or 5-11 years (please circle)** | | |
| **Subject** | **Observed** | **Supported teaching of (with CT/coach)** | **Joint planning and/or teaching** | **Leading planning and teaching** | |
| **TALLY** |  |  |  |  |
| ***English - Reading*** |  |  |  |  |
| ***English - Writing*** |  |  |  |  |
| ***Phonics*** |  |  |  |  |
| ***Mathematics*** |  |  |  |  |
| ***Science*** |  |  |  |  |
| ***DT*** |  |  |  |  |
| ***Computing*** |  |  |  |  |
| ***History*** |  |  |  |  |
| ***Geography*** |  |  |  |  |
| ***Art and Design*** |  |  |  |  |
| ***Music*** |  |  |  |  |
| ***PE*** |  |  |  |  |
| ***PSHE/Citizenship*** |  |  |  |  |
| ***Foreign Languages*** |  |  |  |  |
| ***RE*** |  |  |  |  |
| Complete if you were in EYFS: | | | | | |
| ***Personal, Social and Emotional Development*** |  |  |  |  |
| ***Communication and Language*** |  |  |  |  |
| ***Physical Development*** |  |  |  |  |
| ***Literacy*** |  |  |  |  |
| ***Mathematics*** |  |  |  |  |
| ***Expressive Arts and Design*** |  |  |  |  |
| ***Understanding the World*** |  |  |  |  |

Using this grid you can monitor the subject/curriculum areas that you have not had opportunity to observe or teach and can therefore be identified as targets for your placement.

Trainee Observation of a Lesson

*When carrying out observations of school colleagues use this observation proforma (duplicate as many times as needed)*

|  |  |
| --- | --- |
| **Name** | **Date** |
| **Teacher** | **Focus of Observation** |
| **Class/Year Group** | **Subject** |
|  |  |
| **What to look for:** | **Observation Notes:** |
| Teaching and learning strategies:  Assessment strategies: |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Response by the pupils: |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Discussion with colleagues after observation: | |
| Agreed key areas observed that would help to improve your teaching:  How will what you have observed & discussed impact upon your own practice? | |
|  | |
|  | |
|  | |
| What further support are you going to seek? | |
|  | |
|  | |
|  | |

**Teachers’ Standards**

|  |  |
| --- | --- |
| **PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | *Pupils who are inspired or motivated will engage more effectively with learning. Where teachers fail to motivate, challenge or have high expectations of pupils learning is limited and outcomes are restricted.* |
| **Standard 2: Promote good progress and outcomes by pupil be accountable for pupils’ attainment, progress and outcomes**   * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. | *For pupils to progress teachers must understand how pupils learn. Not knowing the capabilities of pupils or taking responsibility for their attainment and progress will result in stagnation and a lack of progression. It is also likely that the pupils will be less engaged and that behaviour will also suffer.* |
| **Standard 3: Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | *Having good subject and curriculum knowledge means that teachers can respond to pupil’s questions effectively. Having inadequate subject and curriculum knowledge restricts development of children’s knowledge and skills and can cause misconception to arise.* |
| **Standard 4: Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | *Well-structured and appropriate planning can help ensure that pupils are free to make progress in their learning. Poor use of lesson time or missed opportunities for learning will inhibit pupil’s progress. This is also the case where planning fails to engage children or to take account of appropriate pedagogical processes.* |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | *All pupils have the right to expect that they will learn and progress. If the teacher does not know the pupils and their needs then they will not use the differentiation required to push all pupils forward. Failure to understanding and respond appropriately to the needs of children with EAL, SEN(D) or high ability will lead to restricted progress and can cause behavioural disruption.* |
| **Standard 6: Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | *It is only possible for the pupils to progress and for you to demonstrate TS5 if you are able to make accurate and productive use of assessments. Empowering pupils to take responsibility for their own learning can only occur if they are taught the skills to reflect on their own learning through effective self-assessment. Where teachers fail to assess children accurately or to engage them in their own assessment or to use the information to differentiate, pupils will not progress in their learning and teaching will be deemed inadequate.* |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | *Poor behaviour can lead to an unsafe learning environment where instructions are not heard or heeded and, at worst, may lead to injury. It will also result in a lack of learning because children struggle to follow instructions, to concentrate effectively or to access the learning. This will impact on relationships with pupils and staff, the pace of the lesson, the ability to complete a sequence of learning and can affect the level of pupil engagement. Poor behaviour will therefore not only impede learning but also a teacher’s ability to demonstrate the other Teachers’ Standards to an acceptable level.* |
| **Standard 8: Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | *Fulfilling the wider professional responsibilities of a teacher will promote pupil’s learning because teachers will benefit from good relationships, advice and professional development which impacts upon teaching and learning outcomes. Poor engagement with other staff and parents will impact on the development of a teacher and cause opportunities for collaboration and pupil progress to be missed. Since schools are communities of learning the impact of this can unfortunately extend beyond the teacher’s classroom.* |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | *It is of course essential to demonstrate the personal and professional conduct expected of a teacher. These characterises are fundamental to ensuring pupil safety, well-being, development and are intrinsically linked to the other points above.* |

**SBT1 - Targets for Professional Development**

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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teachers Standard** | **Target** | **Actions to Achieve Target** | **Review of Progress towards target** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Disability Support Summary and Implications for School Based Training Discussed Yes NA**

**Placement Action Plan Yes NA**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Name: | Signature: | Trainee: |
| Date: |  |  | Class Teacher: |
| Date: |  |  | School Mentor: |
| Date: |  |  | PDT: |
| Date: |  |  | University Tutor (UT): |

**Weekly Reflection: Week 1** **Date:**

Brief outline of your achievement against three or four of the Standards this week:

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week? See page 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Reflecting on initial targets agree targets for next week | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Agreed date for next meeting:

Rapid Improvement Target Form: Yes/No

**Weekly Reflection: Week 2**  **Date:**

Brief outline of your achievement against three or four of the Standards this week:

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week? See page 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Reflecting on previous targets agree targets for next week | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Agreed date for next meeting:

Rapid Improvement Target Form: Yes/No

**Weekly Reflection: Week 3** **Date:**

Brief outline of your achievement against three or four of the Standards this week:

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week? See page 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Reflecting on previous targets agree targets for attachment days and Block 2 | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Agreed date for next meeting:

Rapid Improvement Target Form: Yes/No

If the answer is ‘NO’ please incorporate within a Target

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** **for Part 2** | | **Consistently High Standards** | |
| Phonics Grade |  | **NT** | **D** | **C** |

When making a judgement for the **Progress Meeting 1** 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 Assessment Criteria.

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

Trainees making satisfactory progress will be demonstrating their competence in elements of the Teachers’ 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.

At this stage, trainees who are not achieving in the Teachers’ Standards at EMERGING level and/or **are not fully engaged or responding to advice and feedback** are at risk of failing and will need Rapid Improvement Targets. Their progress is judged as **requiring improvement.**Please identify targets and strategies for improvement with the trainee and complete the **RAPID IMPROVEMENT TARGETS** form. Consider the targets carefully so that trainees can work on these during the attachment days. Record in the Overall Grade Box as Rapid Improvement Targets.

Please email a copy of the **RAPID IMPROVEMENT TARGETS** to the student’s own UT and PDT and [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

Trainee has taught phonics/guided reading: YES/NO

Trainee Making Satisfactory or Good Progress

|  |  |  |
| --- | --- | --- |
| ***Teachers’ Standards*** | ***Target*** | ***Actions to Achieve Target*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Name: | Signature: | Trainee: |
| Date: |  |  | Class Teacher: |
| Date: |  |  | School Mentor: |
| Date: |  |  | University Tutor: |

**Rapid Improvement Targets Form 2019-20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee:** | | **School:** | | | **BA QTS 1 2 3 PGCE 1 2a 2b** | **Date:** | **RIT No** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional development Tutor (PDT):** | | | |
| **Please send a copy of the form completed after the initial Rapid Improvement Target Meeting and also after the Review Meeting to**  student’s own UT and PDT and [education.partnerships@bcu.ac.uk](mailto: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 behaviour 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 behaviour 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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Complete at the rapid improvement target meeting and send a copy to:** student’s own UT and PDT and [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk) | | | **Complete at review of progress meeting and send a copy to:**  student’s own UT and PDT and [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk) | | | | |
| **Teachers’ Standard number and agreed target** | **Strategies Identified to Support**  **Trainee** | **Person/s**  **Responsible for Support** | **Review of progress summary** (Satisfactory/Limited/  Unsatisfactory Progress) | **S** | **L** | **U** | **Further**  **RIT** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Signed: Date:  Trainee:  Person completing form:  Role:  Agreed Review Date: | | | Signed: Date:  Trainee:  Person completing form:  Role:  Further RIT: YES / NO | | | | |
|  | | |  | | | | |

SCHOOL BASED TRAINING

BLOCK 2

**SBT1 - Targets for block 2**

Review previous targets and consider whether to amend or set new targets linked to the Teachers’ Standards and discuss with those involved in your support. **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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teachers Standard** | **Target** | **Actions to Achieve Target** | **Review of Progress towards target** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Disability Support Summary and Implications for School Based Training Discussed Yes NA**

**Placement Action Plan Yes NA**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Name: | Signature: | Trainee: |
| Date: |  |  | Class Teacher: |
| Date: |  |  | School Mentor: |
| Date: |  |  | PDT: |
| Date: |  |  | University Tutor (UT): |

**SBT BLOCK 2 Weekly Reflection: Week 1** **Date:**

Brief outline of your achievement against three or four of the Standards this week::

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week? See page 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Reflecting on previous targets agree targets for next week | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Agreed date for next meeting:

Rapid Improvement Target Form: Yes/No

**SBT Block 2 Weekly Reflection: Week 2** **Date:**

Brief outline of your achievement against three or four of the Standards this week:

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week? See page 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Reflecting on previous targets agree targets for next week | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Agreed date for next meeting:

Rapid Improvement Target Form: Yes/No

**SBT Block 2 Weekly Reflection: Week 3** **Date:**

Brief outline of your achievement against three or four of the Standards this week:

|  |  |
| --- | --- |
|  | **Reflective Summary** |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| S5 |  |
| S6 |  |
| S7 |  |
| S8 |  |
| P2 |  |

What areas of learning/subjects have you been observed in this week?

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly Professional Development Discussion Date:**  To be completed in discussion with the class teacher/school mentor.  1) Mentor/Class teacher to sign off targets from last week (see previous week) in outcome box using the codes: | | | |
| **A** = Achieved **IP** = In Progress **T** = To be addressed further | | | |
| 2) Key Points Discussed:    Ensure statements in the Assessment Criteria are underlined to identify progress. | | | |
|  | | | |
| 3)Targets agreed for future placements | | | |
| **Standard** | **Target / Objective** | **Evidence of successfully achieving target** | **Outcome** |
|  |  |  | Choose an item. |
|  |  |  |  |
|  |  |  |  |
|  | | | |

Who was present at the meeting?

Rapid Improvement Target Form: Yes/No

Progress Meeting 2 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 | **RIT** | | **Consistently High Standards** | |
| Phonics Grade |  | **NT** | **D** | **C** |

When making a judgement for the **Progress Meeting 2** 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 Assessment Criteria.

If the trainee has any RAPID IMPROVEMENT TARGETS outstanding from during the placement, please review these during Progress Meeting 2.

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

Trainees making satisfactory progress will be demonstrating their competence in elements of the Teachers’ Standards at the **Establishing** Level**. There may be still some areas in the Emerging column.** For example, TS 2, 5 & 6.

Trainees who do not achieve some of the standards in the ESTABLISHING column will be deemed to have **FAILED** the placement.

At this stage, please identify targets and strategies for improvement with the trainee and complete the **RIT** form. Consider the targets carefully so that University can support the student before and during a possible resit placement. Record in the Overall Grade Box as **FAILED**

Trainee has taught phonics/guided reading YES/NO

If the trainee still requires further experience of teaching phonics/ guided reading, include as a target on their Summative Assessment Report (SAR).

**Rapid Improvement Targets Form 2019-20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee:** | | **School:** | | | **BA QTS 1 2 3 PGCE 1 2a 2b** | **Date:** | **RIT No** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional development Tutor (PDT):** | | | |
| **Please send a copy of the form completed after the initial Rapid Improvement Target Meeting and also after the Review Meeting to** student’s own UT and PDT and [education.partnerships@bcu.ac.uk](mailto: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 behaviour 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 behaviour 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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Complete at the rapid improvement target meeting and send a copy to student’s own UT and PDT and** [**education.partnerships@bcu.ac.uk**](mailto:education.partnerships@bcu.ac.uk) | | | **Complete at review of progress meeting and send a copy to: student’s own UT and PDT and** [**education.partnerships@bcu.ac.uk**](mailto:education.partnerships@bcu.ac.uk) | | | | |
| **Teachers’ Standard number and agreed target** | **Strategies Identified to Support**  **Trainee** | **Person/s**  **Responsible for Support** | **Review of progress summary** (Satisfactory/Limited/  Unsatisfactory Progress) | **S** | **L** | **U** | **Further**  **RIT** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Signed: Date:  Trainee:  Person completing form:  Role:  Agreed Review Date: | | | Signed: Date:  Trainee:  Person completing form:  Role:  Further RIT: YES / NO | | | | |
|  | | |  | | | | |

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

**At the Progress Meeting 2(Summative Assessment Report), please highlight in GREEN 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.**

| **Standard 1: 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** |
| **a)** | establish a safe and stimulating environment for pupils, rooted in mutual respect | Is beginning to establish a safe and stimulating environment for pupils. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect. | 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. |
| **b)** | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Is beginning to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Sets goals that stretch, challenge and motivate pupils.  Use strategies to support the learning and progress of underperforming groups. | Consistently sets goals that stretch, challenge and motivate pupils.  Uses effective strategies to support the learning and progress of underperforming groups. |
| **c)** | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 1 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
|  | |  | |
| Please circle best fit grade | | | |
| **Outstanding (1) (Enhancing)** | **Good (2) (Embedding)** | **Requires improvement (3) (Establishing)** | **Fail (4) (Emerging)**  **(Cannot pass the placement)** |

| **Standard 2: 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** |
| **a)** | be accountable for pupils’ attainment, progress and outcomes | Is beginning to take accountability for pupils’ attainment, progress and outcomes. | Is able to take accountability for pupils’ attainment, progress and outcomes. | Is accountable for pupils’ attainment, progress and outcomes. | Is consistently accountable for pupils’ attainment, progress and outcomes. |
| **b)** | be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | Is beginning to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these. | Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these. | Has a good understanding of the pupils’ capabilities and their prior knowledge.  Is able to assess 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. | 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. |
| **c)** | guide pupils to reflect on the progress they have made and their emerging needs | Is beginning to guide pupils to reflect on the progress they have made and their emerging needs. | Is able to guide pupils to reflect on the progress they have made and their emerging needs. | 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. | 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. |
| **d)** | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching. | Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. |
| **e)** | encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 2 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
|  | |  | |
| Please circle best fit grade | | | |
| **Enhancing** | **Embedding** | **Establishing** | **Emerging**  **(Cannot pass the placement)** |

| **Standard 3: 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** | | |
| **a)** | | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | | | Is beginning to have a secure knowledge of the relevant subject(s) and curriculum areas, does not yet foster and maintain pupils’ interest in the subject, and does not address misunderstandings. | | | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings. | | | Teaches well, demonstrating:  - good subject and curriculum knowledge;  - phase expertise.  Works within the current and new curriculum arrangements.  Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest. | | | Consistently teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise.  Is confident to work within the current and new curriculum. Demonstrates the ability to address misunderstandings and maintain pupils’ interest. | | |
| **b)** | | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | | | Is beginning to demonstrate a critical understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship. | | | Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship. | | | Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship. | | | Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.  Consistently and effectively promotes the value of scholarship. | | |
| **c)** | | 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 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 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. | | | Demonstrates a good understanding of how to develop the reading, writing, 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. | | | Consistently demonstrates a thorough understanding of how to teach reading, writing, communication 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. | | |
| **d)** | | If teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics | | | Is beginning to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | | | Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | | | 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. | | | 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. | | |
| **e)** | | When teaching primary (early) mathematics, demonstrate a clear understanding of appropriate teaching strategies  (All Primary trainees should be completing this standard) | | | Is beginning to teach primary (early) mathematics, demonstrating a clear understanding of appropriate teaching strategies. | | | Is able to teach primary (early) mathematics, demonstrating a clear understanding of appropriate teaching strategies. | | | Trainee can teach primary (early) mathematics with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of strategies for the teaching of early mathematics. | | | Trainee can teach primary (early) mathematics confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. | | |
| **Standard 3 - Progress Meeting 2 Comments** | | | | | | | | | | | | | | |
| Areas of Strength: | | | | | | | | Areas of Development: | | | | | | |
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| Please circle best fit grade | | | | | | | | | | | | | | |
| **Outstanding (1) (Enhancing)** | | | | | **Good (2) (Embedding)** | | | **Requires improvement (3) (Establishing)** | | | **Fail (4) (Emerging)**  **(Cannot pass the placement)** | | | |
|  | | | | |  | | |  | | |  | | | |
| **Standard 4: 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** | |
| **a)** | | impart knowledge and develop understanding through effective use of lesson time | Is beginning to impart knowledge and develop understanding through effective use of lesson time. | | | Is able to impart knowledge and develop understanding through effective use of lesson time. | | | Much of the time imparts knowledge and develops understanding through using lesson time to good effect. | | | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect. | |
| **b)** | | promote a love of learning and children’s intellectual curiosity | Is beginning to promote a love of learning and children’s intellectual curiosity. | | | Is able to promote a love of learning and children’s intellectual curiosity. | | | Much of the time promotes a love of learning and children’s intellectual curiosity. | | | Consistently and effectively promotes a love of learning and children’s intellectual curiosity. | |
| **c)** | | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | | | Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | | | Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | | | Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | |
| **d)** | | reflect systematically on the effectiveness of lessons and approaches to teaching | Is beginning to reflect systematically on the effectiveness of lessons and approaches to teaching. | | | Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. | | | 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. | | | Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased).  Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. | |
| **e)** | | contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is beginning to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | | | Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | | | Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | | | Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | |
| **Standard 4 - Progress Meeting 2 Comments** | | | | | | | | | | | | | | |
| Areas of Strength: | | | | | | | | Areas of Development: | | | | | | |
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| Please circle best fit grade | | | | | | | | | | | | | | |
| **Outstanding (1) (Enhancing)** | | | | | **Good (2) (Embedding)** | | | **Requires improvement (3) (Establishing)** | | | **Fail (4) (Emerging)**  **(Cannot pass the placement)** | | | |

| **Standard 5: 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** |
| **a)** | know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | Is beginning to understand when and how to differentiate appropriately. | Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively. | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively. |
| **b)** | have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | Is beginning to develop an understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. | Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups. |
| **c)** | demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development | Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils’ education at different stages of development. | 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. | 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. | 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. |
| **d)** | have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | 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; and is beginning to use and evaluate distinctive teaching approaches to engage and support them. | 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; and is able to use and evaluate distinctive teaching approaches to engage and support them. | 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 Free School Meals).  Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | 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 Free School Meals).  Challenges and motivates pupils where attainment is low; and use effective strategies to support underperforming groups.Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. |

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| **Standard 5 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
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| Please circle best fit grade | | | |
| **Outstanding (1) (Enhancing)** | **Good (2) (Embedding)** | **Requires improvement (3) (Establishing)** | **Fail (4) (Emerging)**  **(Cannot pass the placement)** |

| **Standard 6: Make accurate and productive use of assessment** | | | | | |
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| **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** |
| **a)** | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | Is beginning to understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Assess pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements. | Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula examinations and assessment arrangements. |
| **b)** | make use of formative and summative assessment to secure pupils’ progress | Is beginning make use of formative and summative assessment to secure pupils’ progress. | Is able to make use of formative and summative assessment to secure pupils’ progress. | Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time. | Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time. |
| **c)** | use relevant data to monitor progress, set targets, and plan subsequent lessons | Is beginning to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. | 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. | 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. |
| **d)** | give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Is beginning to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. | Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | 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. | 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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| **Standard 6 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
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| Please circle best fit grade | | | |
| **Outstanding (1) (Enhancing)** | **Good (2) (Embedding)** | **Requires improvement (3) (Establishing)** | **Fail (4) (Emerging)**  **(Cannot pass the placement)** |

| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment** | | | | | |
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| **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** |
| **a)** | have clear rules and routines for behaviour in classrooms, and 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 clear 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. | 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. | 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. | 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. |
| **b)** | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | Is beginning to have high expectations of behaviour, and is beginning to establish a framework for discipline with a range of strategies. | Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Sustains high expectations of behaviour. Establishes and maintains or applies the school’s framework for discipline, using a range of strategies. | 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. |
| **c)** | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Is beginning to manage classes effectively. | Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs. | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. |
| **d)** | maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. | Is beginning to maintain good relationships with pupils, is beginning to exercise appropriate authority and/or act decisively when necessary. | Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. |

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| **Standard 7 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
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| Please circle best fit grade | | | |
| **Outstanding (1) (Enhancing)** | **Good (2) (Embedding)** | **Requires improvement (3) (Establishing)** | **Fail (4) (Emerging)**  **(Cannot pass the placement)** |

| **Standard 8: Fulfil wider professional responsibilities** | | | | | |
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| **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** |
| **a)** | make a positive contribution to the wider life and ethos of the school | Is beginning to make a positive contribution to the wider life and ethos of the school. | Is able to make a positive contribution to the wider life and ethos of the school. | Is proactive and makes a positive contribution to the wider life and ethos of the school. | Is consistently proactive and makes a positive contribution to the wider life and ethos of the school. |
| **b)** | develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Is beginning to develop effective professional relationships with colleagues, and is beginning to understand how and when to draw on advice and specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | 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. |
| **c)** | deploy support staff effectively | Is beginning to deploy support staff. | Is able to deploy support staff effectively. | Deploys support staff effectively to support the learning of pupils. | Consistently and effectively deploys support staff to maximise the learning of pupils. |
| **d)** | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Is beginning to take responsibility for improving teaching through appropriate professional development, and is beginning to respond to advice and feedback from colleagues. | Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues. | 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. |
| **e)** | communicate effectively with parents with regard to pupils’ achievements and well-being. | Is beginning to communicate effectively with parents with regard to pupils’ achievements and well-being. | Is able to communicate effectively with parents with regard to pupils’ achievements and well-being. | Communicates effectively with parents and carers about pupils’ achievements and well-being. | Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. |

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| **Standard 8 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
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| Please circle best fit grade | | | |
| **Outstanding (1) (Enhancing)** | **Good (2) (Embedding)** | **Requires improvement (3) (Establishing)** | **Fail (4) (Emerging)**  **(Cannot pass the placement)** |

**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 he/she 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? |  |  |

\* Keeping Children Safe In Education (DfE September 2019)

\*\* 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 the 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.

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| **Part 2 - Progress Meeting 2 Comments** | | | |
| Areas of Strength: | | Areas of Development: | |
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| Achieved in school | Yes | | No |

DEFINITIONS AND INDICATORS OF ABUSE

# 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

* Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
* Protect a child from physical and emotional harm or danger;
* Ensure adequate supervision (including the use of inadequate care-givers); or
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

* Constant hunger;
* Stealing, scavenging and/or hoarding food;
* Frequent tiredness or listlessness;
* Frequently dirty or unkempt;
* Often poorly or inappropriately clad for the weather;
* Poor school attendance or often late for school;
* Poor concentration;
* Affection or attention seeking behaviour;
* Illnesses or injuries that are left untreated;
* Failure to achieve developmental milestones, for example growth, weight;
* Failure to develop intellectually or socially;
* Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
* The child is regularly not collected or received from school; or
* The child is left at home alone or with inappropriate carers.

# 2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

* Multiple bruises in clusters, or of uniform shape;
* Bruises that carry an imprint, such as a hand or a belt;
* Bite marks;
* Round burn marks;
* Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
* An injury that is not consistent with the account given;
* Changing or different accounts of how an injury occurred;
* Bald patches;
* Symptoms of drug or alcohol intoxication or poisoning;
* Unaccountable covering of limbs, even in hot weather;
* Fear of going home or parents being contacted;
* Fear of medical help;
* Fear of changing for PE;
* Inexplicable fear of adults or over-compliance;
* Violence or aggression towards others including bullying; or
* Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing*.* They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer group;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Possessing unexplained amounts of money, expensive clothes or other items;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology; and
* Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying)*,* causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

* The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
* Over-reaction to mistakes;
* Delayed physical, mental or emotional development;
* Sudden speech or sensory disorders;
* Inappropriate emotional responses, fantasies;
* Neurotic behaviour: rocking, banging head, regression, tics and twitches;
* Self harming, drug or solvent abuse;

## Fear of parents being contacted;

## Running away;

## Compulsive stealing;

### Appetite disorders - anorexia nervosa, bulimia;

* Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

* Delay in seeking treatment that is obviously needed;
* Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
* Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
* Reluctance to give information or failure to mention other known relevant injuries;
* Frequent presentation of minor injuries;
* A persistently negative attitude towards the child;
* Unrealistic expectations or constant complaints about the child;
* Alcohol misuse or other drug/substance misuse;
* Parents request removal of the child from home; or
* Violence between adults in the household;
* Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

* A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
* Not getting enough help with feeding leading to malnourishment;
* Poor toileting arrangements;
* Lack of stimulation;
* Unjustified and/or excessive use of restraint;
* Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
* Unwillingness to try to learn a child’s means of communication;
* Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
* Misappropriation of a child’s finances; or
* Inappropriate invasive procedures.

**Data Protection Guidance for Students**

The new General Data Protection Regulation (GDPR) and associated Data Protection Bill came into force on 25 May 2018 and replaced the Data Protection Act of 1998.

The focus of the GDPR is on **personal** data, this is information that identifies a living individual. The GDPR identifies 2 types of personal data:

**Special Category Personal Data** – Some items of information about people are highly sensitive. GDPR specifically defines them as data relating to:

* racial or ethnic origin
* political opinions
* religious or philosophical beliefs
* trade-union membership
* health or sex life

Data relating to criminal offences is also afforded similar special protection.

**Personal data** – All other data items related to an individual are merely termed ‘personal data’. These are data items such as an attendance mark, an email address, or an examination result.

*The following is not an exhaustive list but some useful guidance about your role in relation to the GDPR when in settings.*

You should obtain a copy of your placement setting’s Data Protection Policy (there might be slight variants on this title), read and adhere to the policy.

You should make sure you know the name of the Data Protection Officer (DPO) in your setting.

You should destroy all examples of personal data following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should destroy all examples of learners’ work following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should know and follow the setting’s policy on the use of cameras. It is normal for settings to ask for consent **before** taking any photographs of learners. For younger learners consent is often given by parents or carers.

You should be aware that some information about learners is highly sensitive, notably information about children’s services interactions, free school meal status, pupil premium eligibility, elements of special educational needs information, safeguarding information and some behaviour data. You should treat this information very carefully and follow the setting’s data policy about how this information is stored.

You should always use your BCU email address for all correspondence with settings and for internal communication during your placement in the setting. The only exception to this would be if the setting gave you one of their email addresses which you should then use as directed by the setting.

You should know your setting’s policy on the use of memory sticks/flash drives. In addition you need to know your setting’s policy on working on ‘own’ devices.

**Safeguarding:** GDPR does not prevent, or limit, the sharing of information for the purposes of keeping learners safe, but be aware that this is highly sensitive information and should be treated as such.

You should be aware that you are a data subject too and that data kept about you by placement settings also needs to adhere to the GDPR legislation.