

Teachers' Standards

Teachers' Standards	<i>What would this evidence look like normally?</i>	<i>What would this evidence look like in light of COVID-19?</i>
PART ONE: TEACHING		
1. Set high expectations which inspire, motivate and challenge pupils		
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>Safeguarding practice matches policy</p> <p>Clear boundaries</p> <p>Application of code of conduct</p> <p>Classroom environment supports and extends learning.</p> <p>Activities planned, relevant to the LO of the lesson</p> <p>Good use of tone of voice – genuine, appropriate, interested – not sarcastic, mocking or ‘putting students down’</p> <p>Good choice of language, communicating respectfully, appropriate, professional, comprehensive, ‘please’, ‘thank you’, positive body language, listening, eye contact</p> <p>Students aware of the purpose of lesson – Big picture, LO shared and referred to, linking learning</p> <p>Students on task – activities appropriate and engaging</p> <p>Evidence of reading school and department health and safety policy, NQT role, responsibilities, induction notes</p> <p>Planning includes risk assessment (where appropriate) – see lesson plan: eg jewellery removed, trainers worn, layout of room, supervision, and use of chemicals.</p> <p>H & S risks communicated to students – at beginning of lesson, task cards, during demonstrations.....reinforced</p> <p>Resources are planned for, enhance learning and successfully managed – colourful, appropriate, useful, differentiated, checked</p>	<p>Supporting the school in safeguarding procedures and reporting whilst pupils are at home and arrangements for supervision of pupils in school.</p> <p>Planned activities are appropriate and meet the NEU’s guidelines for distance teaching - https://neu.org.uk/coronavirus-what-you-need-know-distance-teaching</p> <p>Communication with pupils is respectful and professional via emails/online learning platforms e.g. seesaw, dojo, VLEs</p> <p>School policies in relation to Covid-19 adhered to all times and referenced in supporting evidence documentation (e.g. updated safeguarding policies; video lessons etc)</p> <p>Risk assessments referred to and made explicit to pupils within activities set e.g. PE, science experiments, art etc.</p> <p>Online lessons remain purposeful with clear objectives and outcomes with options for extended learning if required</p> <p>Online lessons/tasks/activities are written in a way for non-specialist parents/carers to understand; independent learning continues to be encouraged</p>

	<p>in advance by mentor, ready prior to use, enough, fluent transitions</p> <p>Stimulating displays</p> <p>Homework opportunities</p> <p>Evidence of reading behaviour policy and applying in lessons – rewards and sanctions</p> <p>Students feel ‘ safe ‘ when speaking – confident to speak, listen to others, respect opinions</p>	
<p>1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p>	<p>Communicate high expectations to students – first lesson, beginning of lessons, LO’s - tell them, written down, role model</p> <p>NQT applying school and departmental expectations, procedures, routines eg entry and exit, kit, movement in class, chewing, jewellery, communication, homework</p> <p>Set clear objectives and outcomes and these are communicated effectively to students – written on whiteboard, verbally by NQT, students read out LO, bottom of ppt slides</p> <p>LO’s are referred to at beginning of lesson, linked to mini plenary, end of lesson...tick sheets</p> <p>Construct appropriate LO’s that stretch and challenge all students – differentiate Eg all, most, some / bronze silver, gold, challenge / ABC / 1 2 3 / extension tasks / visual / LO to demonstrate skill, concept, ‘ content ‘ / LO focussed on behaviour, spelling, grammar, inclusion of key words - on lesson plan and applied</p> <p>Evidence of use of data, flight paths, knowing the students in your classes and using this data to inform planning – trying to close the gap</p> <p>Seating plans</p> <p>Communicate success criteria to students – teacher or student demonstration, discussed, WAGOLL, WABOLL, scaffold, table mats</p> <p>Awareness of vulnerable students – effective support in place</p> <p>Good use of resources, TA support</p> <p>Setting targets – attainment and effort</p> <p>Celebration of achievements and backgrounds, cultures</p> <p>Differentiation in line with school’s SEND Policy, use of IEPs to set appropriate but stretching targets</p>	<p>How have you encouraged independent learning at home?</p> <p>How have you set challenges?</p> <p>How have your home challenges/home learning enabled all pupils to achieve and succeed, regardless of background, ability or disposition?</p> <p>How are you celebrating pupils’ home-schooling achievements?</p> <p>Lesson tasks and activities have been written clearly for non-specialist parents to understand if needed but primarily encourage independent learning</p> <p>Evidence of own tracking of individuals’ progress and completion of appropriate feedback</p> <p>Online learning has a clear purpose and lessons and activities follow a clear sequence</p> <p>Ideas and guidance are provided for disadvantaged pupils (e.g. WAGOLL, video demos, links provided etc)</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/</p>

<p>1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>	<p>Demonstrate the values and vision of the school Interest in and commitment to each student as an individual NQT models excellent attendance and punctuality, well presented, smart appearance (includes jewellery, make up, clothing). Uphold the policies and procedures in school Promote fair and trusting interactions amongst students, equality, fairness, flexibility within boundaries, consistency - seating plans, pair – group work Demonstrate enthusiasm for the subject – planned tasks, resources, through discussion, role model, subject knowledge within and outside the curriculum, extra- curricular – language and tone Evidence of reading school behaviour policy and applying it in lessons, transition times, break times – sanctions and rewards Challenge inappropriate behaviours, sexist, racist, homophobic and personal comments – know who to go to if issues arise Promote a ‘can do’ approach – tasks that are challenging, fun, engaging, realistic, differentiated tasks Language to promote growth mind-set, rewards, scaffolding, positivity Promote environmental understanding and concern – care for classroom, school, beyond Role of from tutor - activities promoting cooperation, developing knowledge – assemblies Consistent practice Regular feedback to students Display work</p>	<p>Reward and praise those pupils completing home learning Celebrate any acts of kindness, e.g. helping others in the community Ask parents to nominate pupils who have a positive attitude and good behaviour at home Promote tools to support E-safety and provide E-safety activities Encourage pride in the presentation of home learning Encourage and praise achievements as part of feedback Communicate with students through videos or emails or in other appropriate ways to promote self-esteem and positive values (e.g. video of storytelling, non-academic email to tutor group, continue ‘quiz of the week’ or other tutor time activity)</p>
<p>2. Promote good progress and outcomes by pupils</p>		
<p>2(a) be accountable for pupils’ attainment, progress and outcomes</p>	<p>Marking & levelling of written work tasks / plans for use of written assessment / plans to use appropriate AfL strategies / monitor & assesses over time – recording / progress/lack of progress / employ effective plenary structure to review learning / use peer assessment and marking to get pupils to reflect on their own</p>	<p>How do you give feedback to pupils and communicate with them with regards to their home/school learning? https://www.edutopia.org/article/formative-assessment-distance-learning</p>

	<p>progress / guides pupils to set own targets for learning based on self-reflection / builds pupils' self-evaluation into lesson planning Records of NQT assessment, analyse student data, track students– evidence of intervention – impact – progress made Marking books, exam and test outcomes plus examples of feedback – DIRT time (students responses) - target setting – progress made NQT giving evidence of progress at Parents Evenings Department / Key Stage reports – progress against targets Formal observation and lesson feedback discussion Student voice: 'I have met my target.....', 'I can now.....', 'The progress I have made is...' Mini plenaries / Final plenaries Where NQT shares a class for lessons: communication with teacher regarding student progress Notes from Pupil Progress meetings Provision Maps to evidence interventions in response to Afl Where pupils have an EHCP, use of Annual Review documentation IEPs evidencing review and setting of new targets</p>	<p>How have you communicated with departments/key stage/phase lead to update the SLT with regards to your classes' attainment? Can you provide a report for SLT that summarises the attainment of your pupils against their targets based on a range of assessment? What would you specifically do to address gaps? Can you evidence where strategic intervention has/had not had an impact on individual pupils and reflect on why it was or was not successful? For your class, using the school policies on end of year reporting, what would you communicate to parents on the attainment, achievement and gaps of their children? For a Parents Evening with the pupil present how would you ensure that they have a voice? Create a bank of plenaries you have personally used and where they have worked best in your teaching. If you were to have to hand over your current pupils to a new teacher, create a presentation of what you would share on individual pupils and their progress. Use of IEPs, continue to review these and set new targets during the Summer term Where pupils may have an EHCP, online annual reviews may still be held where discussion is held around progress, attainment and outcomes Provide examples of work received from pupils and the feedback you have given (e.g. through online platform comments)</p>
<p>2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p>	<p>Clear introduction and development of ideas / matched to pupils' ability level / data is evaluated and acted on in lesson planning / formative assessment used to establish existing knowledge at start of topic/lesson / questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning Long term plans / schemes of work / lesson planning</p>	<p>How are you planning to ensure that prior learning is being built upon? Ensure that home learning meets the needs of pupils with SEND and/or specific needs. Use Outside Agency reports to guide home learning. Read and use the home learning approaches planning framework devised by the EEF -</p>

	<p>Use of assessment to inform planning – previous marks, predicted grades, flight paths</p> <p>Seating and group plans – identification of vulnerable children</p> <p>AfL strategies</p> <p>Entry & Exit cards in the classroom, personalised</p> <p>Observations and feedback, discussion of students’ needs</p> <p>Use of TA specialist knowledge where relevant</p> <p>Questioning - Blooms Taxonomy – bouncing Q’s – deeper thinking</p> <p>Use of school pastoral systems, e.g. attendance records / SEND register – student profiles – barriers to learning / Transition information (Year 6/7) and transition activities –from KS2/3 into KS3/4 / Other professionals who are involved, e.g. speech therapists, etc.</p> <p>Work scrutiny; Quality of marking in books</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf</p> <p>Can you demonstrate that you have planned next steps as a result of outcomes analysis/feedback?</p> <p>Using long term plans for the summer or autumn term create a series of lessons that you would use.</p> <p>Create a range of seating plans for your class based on a range of criteria and settings. Justify your decisions.</p> <p>Give examples of how you have differentiated AfL for different needs.</p> <p>Give examples of where discussion around pupil needs has had a positive impact.</p> <p>Create case studies on 3 pupils with a range of barriers and needs where you have drawn on school pastoral systems to support them in either transition and/or implementing strategies suggested from external agencies.</p> <p>Drawing on your time in all the schools you have been in (including your training year) reflect on the strengths and weaknesses of the marking systems you have experienced.</p> <p>Log any particular methods of communication you have used to ensure understanding eg Makaton</p>
<p>2(c) guide pupils to reflect on the progress they have made and their emerging needs</p>	<p>Give timely feedback to the learners / demonstrate that they have an understanding of how learners learn / use pupil self-assessment & peer assessment techniques / use strategies to encourage the learners to reflect on the learning process / involve pupils in target setting.</p> <p>Lesson observations – students are given the opportunity to assess their own and others learning and set targets</p> <p>Verbal feedback in lessons / Response to feedback / marking by learners</p> <p>Marking to success criteria; Pupils select/write own success criteria</p> <p>Tracking data – flight paths</p>	<p>How are you giving summative and formative feedback to your distance learners?</p> <p>Give pupils the opportunity to reflect on their home learning, e.g. what did they find difficult/easy</p> <p>The teacher enables pupils and students to support one another in the learning process so the 'class becomes the teacher'</p>

	Parents Evening	
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<p>Make good use of knowledge and understanding of how pupils learn to inform teaching</p> <p>Use knowledge and understanding of how pupils learn to reflect and improve teaching</p> <p>CPD from Outside Agencies on specific needs e.g. Dyslexia, ASD, ADHD informs teaching practice and reasonable adjustments are evidenced on planning, in the classroom and IEPs</p>	<p>Use theoretical knowledge to support pupils to achieve targets and take responsibility if insufficient progress is made, seeking advice or support from other teachers</p> <p>Use of introduction to lessons, recapping previous work and learning from earlier sessions</p> <p>Home learning can be adapted through use of different learning styles e.g. kinaesthetic</p> <p>Opportunities provided to enhance learning experiences e.g. looking for opportunities outside the classroom</p> <p>Good relationships are continued with pupils during school closures</p> <p>Evidence your understanding of mental health issues at this time and how you have adjusted your planning and means of communication</p>
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study	<p>Use of praise and rewards in line with school policies</p> <p>Use of whole school behaviour policy, e.g. rewards and certificates for attitudes to learning.</p>	<p>Use of praise and rewards for positive and conscientious attitudes to home learning.</p> <p>Share success stories with parents of pupils</p> <p>Discuss the roles and responsibilities undertaken by pupils to promote this standard</p>
3. Demonstrate good subject and curriculum knowledge		
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<p>NQT demonstrates a secure pedagogical knowledge and understanding of subject area</p> <p>Planning shows and understanding of progression</p> <p>Lesson observations show differentiation and appropriate challenge</p> <p>NQT makes very few mistakes in subject knowledge when planning and in delivery of lessons</p> <p>NQT understands how to scaffold a learning journey</p>	<p>Home learning activities are of high quality and demonstrate a good subject knowledge</p> <p>Home learning activities are exciting and interesting</p> <p>Support is provided remotely to both parents and pupils who may not understand home learning</p> <p>Advice is provided to parents and pupils about use of equipment, tools and websites at home to support subject knowledge</p>

	<p>Know common misconceptions in subject area and demonstrate how to deal with them</p> <p>Assessment of students' work demonstrating they are learning and progressing. Marking and feedback of students' work shows secure knowledge</p> <p>NQT demonstrates confidence in answering students' questions</p> <p>Demonstrate SK at weekly NQT review / departmental meetings</p> <p>Share SK and resources with colleagues</p> <p>Classroom environment stimulates the students' interest in subject, displays....</p> <p>When communicating with parents</p> <p>Encourage students to develop SK outside the classroom / identify further activities students could engage in</p>	<p>Give examples of where you have led additional adults/TAs on their subject knowledge to enhance pupil learning</p>
<p>3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>	<p>Lesson planning demonstrates secure knowledge and understanding of teaching requirements from National Curriculum or subject schemes of work</p> <p>NQT demonstrate awareness of initiatives within subject area – TES and other relevant articles</p> <p>Demonstrate an understanding of the changes to GCSE's, A levels and other qualifications</p> <p>Attend CPD opportunities to enhance subject knowledge</p> <p>Policy and planning review and scrutiny</p> <p>Impact on learning – outcome of learning – progress / books</p> <p>The progress students make</p> <p>From student / parent voice</p> <p>Take part in a subject leadership working party e.g. support revisions to policies</p> <p>Attend subject leader networks (especially if in a small school)</p>	<p>Keep a log of any activity you have undertaken with bodies such as the Historical Association</p> <p>How have you used your subject expertise and understanding to contribute to curriculum development in your setting, e.g. creation of knowledge organisers?</p> <p>How have you incorporated subject developments into planning?</p> <p>What strategies have you used to promote independent research beyond the classroom?</p> <p>How have you modelled a respect for and value of knowledge, purpose and scholarship in your classroom?</p> <p>Engage in wider research, can you evidence the research that you have completed?</p> <p>Have you attended any online CPD through your Appropriate Body or other provider?</p>
<p>3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard</p>	<p>You identify literacy and numeracy development opportunities in your planning</p> <p>You use ICT for reports, tracking, intervention</p> <p>Your lesson plans, assessments, resources, delivery supports the students' to develop literacy skills</p>	<p>Can you evidence having to challenge particular colloquialisms in your classroom and how you have done this successfully?</p> <p>Evidence use of NEXUS via the Bell Foundation for advice and materials on teaching pupils with EAL https://www.bell-foundation.org.uk/eal-programme/</p>

<p>English, whatever the teacher's specialist subject</p>	<p>You use correct subject specific language, terminology and support the students in their understanding of terms; explain, model, question, check understanding, recap... You support students where English is an Additional Language You support the students in their development of mathematical skills: graphs, data analysis, time lines, scoring..... When you speak and listen to students – you model correct spoken and written English Your classroom / displays promotes literacy skills Your written and verbal communication with students and parents</p>	<p>Ensure that any written communications with parents and pupils uses correct subject specific language Give examples of short and medium planning that includes use of key terminology - how have you introduced new subject specific language in this different setting?</p>
<p>3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>Phonics lesson planning Phonics intervention identified on tools such as provision mapping Phonics CPD attended Phonics clearly a focus in EYFS and KS1 and displayed in classroom environment e.g. phonics working wall/display Pupils have access to phonics games and resources Phonics focus in lesson observations (EYFS/KS1) Evidence of phonics interventions in KS2 for pupils with SEND Reading Schemes/Book banding is used with confidence to match pupils phonics ability</p>	<p>Any home learning with a focus upon phonics is matched to pupils' ability and demonstrates a progression of skills Demonstrate any online research around phonics e.g. Ruth Miskin Use the time to make phonics resources and provide evidence Provide advice to parents around appropriate reading books based upon phonic skills/ability</p>
<p>3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<p>Demonstrate a good understanding of maths teaching & learning and progression using the Early Years framework Lesson observations demonstrate use of a play based, multi-sensory approach</p>	<p>Any home learning has a play based focus and allows parents to support using everyday equipment available at home e.g. counting through baking and gardening Provide appropriate support and advice to parents around appropriate expectations and how to use a play based approach Use the time to make maths games and resources</p>

4. Plan and teach well-structured lessons		
<p>4(a) impart knowledge and develop understanding through effective use of lesson time</p>	<p>Planning – progression in lessons and over a series of lessons NQTs explanations are clear and well structured Timing of activities are shared with students Plans, delivery and feedback that discusses high level of productivity and engagement Individual – pair – group work Smooth transitions Well planned, thought out, effective questioning Student – teacher dialogue Use of TA for effective learning Pace of lessons ensures maximum learning opportunities</p>	<p>Devise a series of lessons for a core and non-core subject that you would intend to use this or next term Provide examples of short and medium term planning that you have undertaken for your class(es) Provide examples of resources you have used with your pupils this term and how you have adapted them for home learning What did you do when considering the structure and timings of your weekly lessons/activities for home learning? How did you incorporate questioning? What opportunities have there been for pupils to engage with you?</p>
<p>4(b) promote a love of learning and children’s intellectual curiosity</p>	<p>Learning environment – encourages student’s questions, ideas and opportunities for deep questioning and curiosity about lesson content Evidence that student’s ideas have been fed into topics Promotion of love of books and reading Student voice and positive feedback about your lessons Students are engaged in your lessons Use a variety of teaching and learning strategies to stimulate learning NQTs enthusiasm and passion! Engagement in wider activities such as World Book Day Enrichment opportunities Students are eager to talk about their learning Parental responses Positive behaviour observed</p>	<p>Any home learning is linked to children’s interests Any home learning uses exciting home based opportunities e.g. outside learning, cooking, arts and crafts, science experiments etc. using home based resources Award and praise pupils for any extra activities that have completed Give examples of a variety of teaching and learning strategies developed and created for the home learning environment Have you provided pupils with suggestions of enrichment opportunities? Do you have evidence of this being done by pupils? https://www.creativeeducation.co.uk/blog/homework/</p>
<p>4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	<p>Lesson planning Displays Appropriate and motivating homework, set to the ability of the pupils Homework record Marking and feedback – use of DIRT time.</p>	<p>Create a bank of tasks and materials you have devised to support learning outside the classroom https://www.creativeeducation.co.uk/blog/homework/ Evidence materials which have had your specific input for home and remote learning</p>

	<p>Following the school / departmental homework policy Student voice / feedback from parents (at parents evening), homework planners Stimulating homework challenges Visitors used to enhance learning, school trips and associated work</p>	<p>Read and reflect on the EEF guidance in relation to homework setting - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/ Evaluate 3 different approaches to home and remote learning with reference to pupil response and success rates Ensure that homework is differentiated to meet need e.g. work is appropriate for pupils with SEND/specific needs using Outside Agency advice where necessary Give examples of work that you have provided feedback on Evidence that you have followed school procedures in your provision of home learning</p>
<p>4(d) reflect systematically on the effectiveness of lessons and approaches to teaching</p>	<p>Lesson objectives with measurable outcomes to gauge progress Evaluation of lessons discussed in review meetings and include strategies for improvement Progress made between lesson observations and response to targets Participation and contribution in CPD to improve teaching Observe other colleagues lessons and provide feedback CPD, application and impact</p>	<p>Do you have evidence of regular reflection on practise? Can you share how your observation feedback comments on measurable outcomes? Can you share how lesson observation feedback demonstrates the positive impact of your reflection on the effectiveness of lessons? How have you evidenced the learning from observing others and were there opportunities to discuss this? Can you evidence particular contributions to CPD in your setting in terms of leading or preparing materials? Have you had discussions with your mentor or other appropriate colleagues in designing and evaluating your schemes of learning for the home environment?</p>
<p>4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>Adapt, develop, write schemes of work Participation in an enrichment activity linked to subject –match, trip, CPD event Contributes with resources, ideas for the department, share lesson plans Support student mentoring programme Deliver revision sessions</p>	<p>Support and/or write knowledge organisers within a curriculum area Write and/or contribute to long term and medium term curriculum plans Have you used new online learning platforms (e.g. Google Classroom etc.)? Have you supported colleagues in their use of ICT? Have you undertaken any relevant CPD?</p>

	Take part in curriculum workgroups and contribute ideas and support	
5. Adapt teaching to respond to the strengths and needs of all pupils		
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	<p>Lesson observations</p> <p>Learning objectives reflect needs and abilities of students</p> <p>Stretch, challenge, support all students</p> <p>Planning – lesson plans incorporate different learning styles</p> <p>Differentiation strategies: Groupings, seating plans, task, outcome, resources, language, think-pair-share, PPPBounce... Schemes of Work</p> <p>IEP's</p> <p>Student's work</p> <p>Decision making – use of TA, support staff</p> <p>Questioning: Bloom's Taxonomy / Develop thinking</p> <p>Assessment records and progress over time</p> <p>Differentiation informed by data</p> <p>Student voice</p> <p>Make reasonable adjustments for those pupils with SEND and/or specific needs e.g. Dyslexia, ASD, ADHD</p> <p>Differentiated teaching and learning in line with school's SEND policy</p> <p>Use a range of approaches identified on IEPs for pupils with SEND</p>	<p>Ensure any home learning activities are differentiated according to pupil ability e.g. those with SEND and/or specific needs</p> <p>Provide advice and support for parents of pupils with SEND e.g. those with specific needs such as Dyslexia</p> <p>Direct parents to online resources which can support learning at home</p> <p>Give examples of any individual support or intervention you have provided remotely</p> <p>Research into the specific learning needs and how they can be supported in the classroom</p>
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<p>Use of IEP, Annual Review</p> <p>Refer to student profiles you may have created/using, updated (SEND info) & strategies</p> <p>Attend CPD provided by a wide range of providers including specialist Outside Agencies e.g. The Specialist Teaching Team</p> <p>Planning / differentiation – shows understanding of student development</p> <p>Student's work</p> <p>Resources</p> <p>Learning styles - VAK, individual, pair, group work, scaffolding, chunking, WAGOLL...</p> <p>Use of opportunities to promote Literacy, Numeracy, ICT</p>	<p>Engage in wider research opportunities e.g. https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>Visit a range of websites to support specific needs e.g. https://www.bdadyslexia.org.uk/</p> <p>https://www.autismeducationtrust.org.uk/</p> <p>https://www.adhdfoundation.org.uk/information/young-people/</p> <p>Reflect upon own practice following wider research and make a list of reasonable adjustments that might be made</p> <p>Provide evidence of planning and completed home learning tasks that promote literacy, numeracy and/or ICT</p>

	<p>Use of TA Knowledge of and application teaching pedagogies Understanding role of form tutor Articulate the needs of different cohorts: EAL, SEND, BME, LA – MA – HA</p>	<p>Read and reflect on the use of digital technology to improve home-school learning - https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/</p>
<p>5(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</p>	<p>Lesson observations Planning – demonstrate understanding of next steps based on students' needs Planning – addresses development of PSHE skills Schemes of Work Resources IEPs Applying strategies – when interacting with students, being sensitive to social background, ethnicity and religious beliefs - personalisation Following CPD , be able to articulate why particular approach(es) are needed Pupil profiles – updated information from SENCo, use of pastoral information as well as data Practice is in line with school policies e.g. Mental health and well-being, SEND policy, Supporting Pupils with Medical needs policy, inclusion policy etc.</p>	<p>Complete wider research activities to develop this knowledge e.g. https://youngminds.org.uk/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/ Demonstrate that all home learning activities are suitable for the pupil's development and adapted according to need How have you interacted with pupils in regards to their well-being? Read and reflect on the EEF guidance - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Linking_learning_home_learning_support_from_mainstream_schools.pdf</p>
<p>5(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.</p>	<p>Planning shows differentiation Differentiated resources prepared and used Written feedback and student / parents evenings show understanding of different needs Appropriate methods of assessments and target setting Stretch, challenge, support ALL students Reflection of strategies used All practice is in line with school policies e.g. EAL, SEND, inclusion, supporting pupils with medical needs Pupil profiles, IEPs and EHCPs are adhered to and adapted in line with pupil needs</p>	<p>Any home learning activities are differentiated in line with any special educational needs, disabilities and/or specific needs using Outside Agency reports where necessary Provide advice and support for parents of pupils with SEND e.g. those with specific needs such as Dyslexia Direct parents to online resources which can support learning at home Take the opportunity to undertake further research into different special educational needs and reflect on how you would support them in the classroom</p>

		<p>Attend the free, accredited mental health and well-being training (OUP) Part 1 https://www.brainshark.com/1/player/en/oup... Part 2 https://www.brainshark.com/1/player/en/oup... Read and reflect on https://youngminds.org.uk/blog/looking-after-your-mental-health-while-self-isolating/?fbclid=IwAR0QsfOabaM88x0eidsbfG54qRObQZKYtnruasw-980kFBWRsMr0lgQsbes#staying-connected</p>
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6. Make accurate and productive use of assessment

<p>6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>	<p>Use of unit tests and mock exams to provide formative feedback – Write an end of unit test, mark tests, using a piece of work the students have produced, record on a feedback sheet the students www / ebi / students can set targets and write how they will achieve these targets. Give support in coursework – help colleagues by supporting students in their controlled assessments Mark exams/coursework collaboratively with colleagues – mark mock exams, work with colleague to mark coursework Use past exam questions in lessons / homework – create a bank of Q's for use in lessons, revision, homework – create a bank of Q's for the dept for new GCSE's / A levels Plan the use of appropriate level / grade of work – differentiate work Teach the skills and terminology required for formal assessment – produce frames for answering Q's, scaffold, WAGOLL's, create resources that explain key questioning words and model answers Moderate pupils' work alongside colleague from within the school and external colleagues Book looks/work scrutiny Pupil Progress meetings</p>	<p>How have you contributed to the decisions regarding Year 11 and Year 13 exam grades? How are you supporting pupils in KS4 and KS5 with their coursework through remote learning? Provide any evidence of assessments undertaken What practise have you had in setting and marking SATs style questions? What lessons did you learn from the process? What resources and materials did you create to support practising unit tests/SATs? Outline your experience of moderation and standardisation</p>
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<p>6(b) make use of formative and summative assessment to secure pupils' progress</p>	<p>Mark & level written work tasks – in books, sheets, self, peer, NQT mark, small writing groups, mark/grade practical work Use question and answer to gauge learning – Blooms taxonomy, Bloom buster Observe students as they work and give feedback to help them progress – AfL techniques gives effective feedback to pupils – constructive feedback as well as praise, give students time to respond and improve performance using the feedback Plan for use of written assessment – in lessons, homework, start/end of unit, take a small part of practical lesson – quick test, set one piece of homework even in PE! Plan appropriate AfL strategies – ideas from previous training Monitor & assess over a series of lesson / unit of work – KWL, what can students do now that they could not do at the beginning of a unit, student voice, tell you or peers Progress / lack of progress – which students / what progress has been made – what strategies are in place to support, challenge, mark on register, progress sheet Include mini plenaries within the lesson and at the end of each lesson – show me, tell me, teach me....each other – see google drive ' plenaries '</p>	<p>Ensure that any home learning will consolidate any progress made to date Continue to make formative and summative assessments (as best as possible) from any home learning completed since some parents could be quite useful in expressing concerns about lack of understanding etc. Provide evidence of planning completed as a result of assessment or feedback/intervention you have given an individual pupil or group of pupils Research software to create lessons with informative and interactive assessment activities such as https://nearpod.com/international?utm_expId=.0dkcszR9SP2jr9OT7lpJhA.1&utm_referrer=</p>
<p>6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<p>Use records to identify any SEN /G&T within their teaching groups – highlight in register and on lesson plans Aware of average level of group & spread of levels within group – record in register Can access specific data for their teaching groups – SIMS data, flight paths Demonstrate and understand how to analyse data to inform planning assessment point data in your teaching file – highlight different cohorts of students in register, use to differentiate, group students, resources, tasks Use Afl resources</p>	<p>Use current data to plan home learning, ensuring that work is planned at an appropriate level Continue to monitor progress (as best as possible) from any home learning completed since some parents could be quite useful in expressing concerns about lack of understanding etc. Provide evidence of planning completed as a result of assessment or feedback/intervention you have given an individual pupil or group of pupils</p>

<p>6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<p>Mark work and communicate outcomes to pupils – written, verbal Demonstrate your understanding of how learners learn – Multisensory, Mosston’s style, part – whole – progressive – reciprocal, personalise learning Use student self-assessment & peer assessment techniques – build into lessons – mini plenaries, assessing own or each other’s work – see AfL google drive Use above strategies to encourage the learners to reflect on the learning process – plenaries, DIRT Involve pupils in target setting – KWL grid, at beginning of unit, lesson, after homework, parents evening, before / after exam, performance – behaviour, what must I do to move on to the next task/ next level – what steps do I make to progress?</p>	<p>Continue to provide feedback for any home learning that has taken place, use of rewards and praise Encourage pupils and parents to feedback on the work completed so that future learning can be reviewed and amended where necessary Have you provided any additional intervention or support to an individual or group of pupils?</p>
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7. Manage behaviour effectively to ensure a good and safe learning

<p>7(a) 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</p>	<p>Observation(s) of student behaviour / discussions with students Lesson observations Meet and greet / students are attentive at start of lessons / orderly exit routine Have /reinforce clear visible classroom rules; evidence of class agreement on rules; rewards / consequences Seating plans and planned working groups NQT promotes positive language and behaviour system to enable learning NQT grades responses to behaviour problems NQT sets tasks that match the level and ability of the students Engage with students in and out of classroom time Behaviour management is in line with school behaviour policy</p>	<p>Reward and celebrate reports from parents of good behaviour at home Suggest clear rules and routines for parents and pupils to follow at home, such as a weekly timetable, support home codes of conduct Read and respond to this summary of the Bennett behaviour report. Discuss with your mentor your strengths and areas for development in this area.</p>
<p>7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise,</p>	<p>NQT uses a range of behaviour management strategies, including rewards Varied tone of voice and use non-verbal communication High expectations set and NQT enforces these consistently</p>	<p>Provide advice and support, where necessary for parents in order have high expectations of behaviour at home (this may be more relevant for pupils with behaviour difficulties)</p>

<p>sanctions and rewards consistently and fairly</p>	<p>Communicate well with students and colleagues re behaviour of students NQT is consistent when applying sanctions Differentiate to support learning Variety of learning styles used to support different types of learners Lesson observations NQT awards certificates / stars / credits / merits / postcards / phone calls home: own log: SIMS log NQTs behaviour – modelling to pupils – a role model Adhering to school policy/ethos; school policies & ‘non-negotiables’ are actioned consistently NQT follows up behaviour outside of class</p>	<p>Provide a suggested timetable of activities, allowing flexibility, and show evidence that work is manageable whilst maintaining an appropriate level of challenge Ensure praise is part of any feedback given to pupils</p>
<p>7(c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</p>	<p>Formal lesson observations and drop ins Evidence of students’ making progress NQT demonstrates they can motivate and engage students and this is maintained throughout the lesson Demonstrate that NQT can settle class down after an activity Smooth transitions between tasks Good, busy working atmosphere created in your classroom Manage practical activities effectively The quality of work in books; differentiated tasks Classroom environment and displays; layout of classroom; seating plans The feedback from induction tutor Conflict resolution techniques Different learning styles in planning Deployment of other adults; support staff; use of resources</p>	<p>Take the opportunity to do some wider reading on behaviour management and reflect on how you would implement different strategies in your classroom See - Improving Behaviour in Schools. Education Endowment Foundation (2019) http://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf Have you had to provide support, intervention or advice for pupils or parents to help motivate and engage pupils with their learning? Provide evidence of a range of activities and learning styles within your planning to motivate and engage pupils in their learning Provide examples of any enrichment or practical opportunities you have suggested. Collate any evidence of this being completed.</p>
<p>7(d) maintain good relationships with pupils, exercise appropriate</p>	<p>Adherence to school behaviour policy NQT logs behaviour and follows through issues Students are attentive at the start of lessons, NQT uses positive and appropriate language</p>	<p>Adherence to updated policies in light of Covid-19 Give clear instructions and examples (modelling, WAGOLL etc) within your home learning instructions</p>

<p>authority, and act decisively when necessary</p>	<p>NQT gives clear instructions NQT varies teaching styles Use non-verbal communication NQT avoids confrontations and being drawn into arguments when disciplining students Lesson observations NQT models appropriate behaviour and actively promote good behaviour, build relationships and respect NQT is consistent when dealing with poor behaviour Restorative conversations</p>	<p>Continue to work with a professional manner, for example in written communication with parents Provide advice and support, where necessary for parents in order have high expectations of behaviour at home (this may be more relevant for pupils with behaviour difficulties)</p>
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8. Fulfil wider professional responsibilities

<p>8(a) make a positive contribution to the wider life and ethos of the school</p>	<p>Participate in a visit or visits Attend Parents Evening Contributions at breakfast, lunch, after school activities: reading scheme, netball, chess, homework club, STEM, charity events..... Organise student voice / focus group to gather information or data for ... Carry out break or lunch time duty, department detentions, bus duty Reinforce whole school policies and procedures outside the classroom: eg high standards of behaviour, uniform on corridors, outdoor spaces. Challenge students Attend / contribute to evening activities: school disco, presentation evenings, school productions Contribute in training sessions Develop and contribute to development of Schemes of Work, policies Being a team player and taking ownership of the environment NQT ' lives and works in'</p>	<p>Adherence to updated policies in light of Covid-19. Have participated in any additional activities (e.g. videos, social media photo messages etc.)? How have you used your time with key workers' children when on site? How have you contributed to department planning this term? Have you been able to support other colleagues? Have you lead or been involved in any media related content to communicate the government's message or response to the pandemic and reassure parents'/carers', pupils' and the wider community?</p>
<p>8(b) develop effective professional relationships with colleagues, knowing how and</p>	<p>Consult with pastoral staff and SENCO to gain and insight into the students you teach Know who the named child protection person is in school and follow the policy relating to child protection</p>	<p>How have you contributed to department planning this term? Have you been able to support other colleagues? How have you interacted with colleagues?</p>



<p>when to draw on advice and specialist support</p>	<p>Work within a group – shared planning / joint planning Contribute to meetings: departmental, INSET, whole school CPD sessions Take responsibility for personal and group CPD Work with other NQTs and support each other: planning, resources, strategies, discussions Observe / meet with colleagues within and outside department – www and ebi's? Adapt practice in the light of feedback from observations and review meetings Maintaining confidentiality in and out of school</p>	<p>Evidence CPD opportunities including additional reading undertaken</p>
<p>8(c) deploy support staff effectively</p>	<p>Plan collaboratively work with TA Share plans and resources (and answers) with the TA.....in advance! Ensure requests to technicians are asked for in advance of the lesson Know the students in classes and direct support staff to work with students as appropriate</p>	<p>Consider the role of the TA within one of your medium term plans. Annotate planning and how they could best support the learning of your pupils. In advance, consider - https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RAG_self-assessment.pdf Give examples of where you have led additional adults/TAs on their subject knowledge to enhance pupil learning</p>
<p>8(d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p>	<p>NQT demonstrates they are a reflective practitioner: discussion at review meetings Evaluate lessons accurately – www and ebi's NQT seeks ways of improving own practice: observe others, discussions from review meetings, read, research, be creative, take risks... Demonstrate that reflections, feedback, discussions improve planning and practice Make effective use of feedback Contribute positively at review meetings – a two-way conversation! NQT demonstrates that they are open to advice and respond to constructive criticism</p>	<p>Undertake directed CPD as advised by Induction Tutor and Headteacher.</p>

	<p>Act on advice: highlight this in your plans and discussion at review meetings</p> <p>Show that feedback improves practice – what’s changed?</p>	
<p>8(e) communicate effectively with parents with regard to pupils’ achievements and well-being</p>	<p>Communicate with parents at progress / Parents Evening</p> <p>Follow up actions: celebrating successes, concerns, giving hard messages: Phone / email parents / postcard home / communicate home to parents or carers</p> <p>Use appropriate language, tone, style depending on the audience</p> <p>Talk to parents at extra-curricular activities</p> <p>Report writing or target setting</p> <p>Give letters and information out on time – team approach: form tutor role</p> <p>Parent feedback</p>	<p>How have you communicated with parents and encouraged them to be part of their child’s home learning?</p> <p>Read and reflect on the EEF guidance report on Supporting parents and carers at home - What schools can do to help - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Supporting_parents_and_carers_at_home_-_What_schools_can_do_to_help.pdf and https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</p> <p>How can you demonstrate that you are implementing the advice given?</p> <p>Read and reflect on Working with Parents to Support Children’s Learning. Education Endowment Foundation (2018) http://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Read and reflect on Parental Engagement research - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>



PART 2: PERSONAL & PROFESSIONAL CONDUCT

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

<p>(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</p>	<p>Safeguarding-reference to training attended, awareness and application of school policies, who to seek advice from Feedback from students, parents and carers and other staff Professionalism, confident, well presented, proud of work, friendly, courteous approach to students Planned and preparation and participating in school activities Organised visits High expectations and standards communicated to students Treat students with respect, building relationships, maintaining boundaries Student well-being paramount – NQT knows who to contact if issues arise Values – democracy, mutual respect, seen in lesson plans and observations Does not express personal beliefs in ways which exploit students’ vulnerability Part of CPD groups Extra curricular activities Students voice demonstrates NQT reflective nature in critically evaluating practice Very positive relationships with students in lesson observations Shares successes with students and highlights good practice (behaviour, effort, academic) and in marking and feedback Manner with parents at Parents Evenings and in dealing with parental complaints Maintaining safeguarding and health and safety awareness, including safe use of Internet – eg social media/Facebook</p>	<p>Ensure the continuation of relationships with families and pupils by checking in with them and providing advice if requested remotely Ensure communication remains appropriate and professional whilst working remotely</p>
<p>(b) having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</p>		<p>Follow all policies which have been adapted during Covid-19 e.g. safeguarding</p>
<p>(c) showing tolerance of and respect for the rights of others</p>		<p>Evidence any adaptations that have been made to normal expectations during Covid-19</p>
<p>(d) 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</p>		<p>Evidence that the you are supporting the local community during Covid-19</p>
<p>(e) ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</p>		<p>Ensure that all communications support school and government policies and advice during Covid-19</p>

	Use of standard English	
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 policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality		
<i>(how do I demonstrate proper regard for the ethos, policies and practices of the school ?)</i>	Attendance and punctuality Professional and reliability Actively contributes to staff briefings/meetings and faculty meetings	Ensure all digital meetings are attended and contributed to, where asked and needed
<i>(do I have high standards in my own attendance and punctuality?)</i>	After school clubs Behaviour management policy evidenced in lessons Being proactive in liaising with staff over visits Parents' Evening Student well-being paramount NQT knows who to contact if issues arise Upholding school e-safety policy	Demonstrate proactivity where you can e.g. forward planning for upcoming topics/lessons which could be communicated via home-school learning packs Communicate with parent(s)/carer(s) about the pupils' progress to date e.g. through reports, phone calls, emails - in line with school protocol
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.		
<i>(do I have an understanding of statutory frameworks?)</i>	Following school policies and evidenced in meetings Clear understanding of role and teacher role in society Aware of Teaching Standards	Ensure all Covid-19 policies and procedure put in by school are adhered to at all times
<i>(do I understand and carry out my professional duties?)</i>	School policies to hand Attend appropriate INSET to develop personal practice Discuss attendance and punctuality with tutor group	Demonstrate a commitment to your role, class/es, colleagues and the profession in any which way you can (recognising this will vary on individual home and health circumstances)
<i>(do I understand and carry out my professional responsibilities?)</i>	Punctuality in completing written reports Meeting obligations to undertake statutory duties	Ensure all Covid-19 policies and procedures put in by school are adhered to at all times