



**Yorkshire and Humber**  
**TEACHER TRAINING**

# **Assessment Policy**

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## 1. Policy Statement

Our vision is to develop the next generation of effective, reflective and resilient teachers ready to embrace the challenges of the modern classroom.

We do this by exemplifying excellent practice and through observation, mentoring, coaching, practice, reflection and sharing with peers as part of a creative, effective and rigorous programme underpinned by research and supportive and highly experienced teacher educators. We will equip our trainees with a wide range of knowledge, skills and strategies to support them to inspire young people.

## 2. Rationale

YHTT is committed to ensuring that trainee teachers are assessed fairly against clear and transparent criteria in all aspects of the programmes.

The purpose of assessment is to assist trainee teachers' learning, to monitor their performance and to measure the trainee teachers' attainment at the end of the course against both academic levels and the Teachers' Standards for the award of QTS. The assessment strategies are designed to give trainee teachers the opportunity to demonstrate the range of knowledge, understanding and skills required of them. Assessment opportunities include written and practical tasks.

In order to ensure accuracy and reliability YHTT has clear and robust assessment and moderation arrangements in place, informed by the [ITT: criteria and supporting advice](#).

By the end of the course trainee teachers will be able to take responsibility for identifying their personal strengths and weaknesses and have the skills necessary to be pro-active for continuous professional development and initial career development as their progress will have been monitored and discussed through lead mentor and school-based mentoring systems.

This policy applies to all trainee teachers This policy is not applicable for student teachers whose professional conduct is deemed to breach the requirements for professional conduct (please see Professional Conduct Policy). This policy should be read in conjunction with the [Trainee Code of Conduct](#), [The Professional Conduct Policy](#) and the [YHTT Cause for Concern Procedure](#).

Commented [KH1]: Needs links when updated

## 3. Roles and Responsibilities

The YHTT **SCITT Board** is responsible for ensuring that this policy is applied fairly and consistently across the partnership.

The **SCITT Director** is responsible for:

- Ensuring that trainees are treated fairly and consistently across the partnership
- Ensuring this policy is implemented fairly and consistently
- Ensuring that internal assessment decisions are moderated appropriately
- The moderation of feedback by the lead mentors
- The moderation of assessment decisions by the Assessment Panels

**Lead Mentors** are responsible for:

- Providing supportive and developmental feedback to trainees
- The quality assurance of formal lesson observation feedback
- The quality assurance of weekly mentor meetings and the feedback given and targets set within these.

The **Assessment Panels** consist of the SCITT Director, the Lead Mentor and one other subject/phase specialist. This can be a host teacher, in-school mentor, ITT Coordinator, Head Teacher or Curriculum Director. The **Assessment Panels** are responsible for:

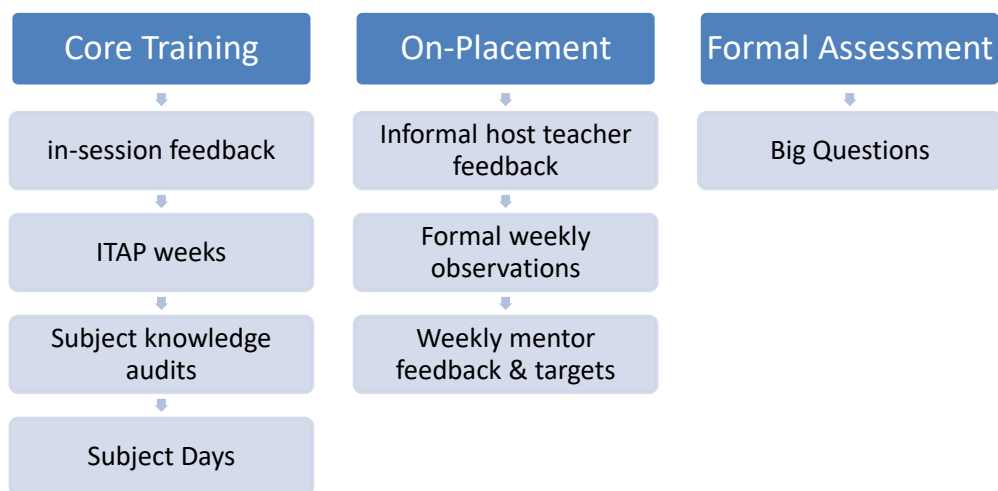
- Assessing the Big Questions
- Providing supportive and developmental feedback to trainees

The **External Moderator** is responsible for:

- Ensuring the assessment decisions made by YHTT are robust and accurate
- Ensuring the assessment decisions made by YHTT are in line with [the ITT: criteria and supporting advice](#)

The **Assessment Board** is responsible for:

- Providing challenge and rigour to the YHTT assessment process
- Scrutinising judgements made by YHTT about the progress and competence of the trainees.
- Making final recommendations to the DfE for the award of QTS.



#### 4. Diversity, Equity, Inclusion & Belonging

YHTT operates as an accredited provider of initial teacher training and as such aims to produce teachers who will be highly effective educators and role models, wherever they may work.

In keeping with the ethos, values and beliefs of The Constellation Trust in which we belong, and the context of the [Equality Act 2010](#), we are committed to promoting, and practising equal opportunity for all, valuing diversity, and eliminating harassment and discrimination. We aim to be an inclusive organisation which welcomes and treats both staff and students fairly and equally allowing them to thrive regardless of age, gender, sexual orientation, disability, race, ethnic origin or nationality.

#### 5. Assessment Process

Assessments take place at interview, prior to enrolment on the course and throughout the course.

### 5.1. Formative Assessment

Formative assessment at YHTT takes place continuously throughout the programme. The information gained is used by partners to personalise the trainee's training programme and maximise progress.

Formative assessments will be conducted in a number of ways which include:

- Weekly mentor meetings
- Weekly lesson observations
- Progress reviews by lead mentors
- Subject knowledge audits
- Big Questions
- End of placement mentor reports

### 5.2. Summative Assessment

The YHTT Assessment Board will make accurate and rigorous final summative assessments for the award of QTS in relation to the Teachers' Standards. The lead mentor will review all evidence held on Mosaic. All formative assessments will be reviewed to make the recommendation for QTS.

### 5.3. Baseline

Trainees are assessed at the start of the course through:

1. Subject knowledge audits carried out over the summer prior to starting the course.
2. Baseline assessment carried out by lead mentors 3-4 weeks into the first term.
3. Data gathered at interview.

### 5.4. Assessment on the course

Assessment while on the course takes place through a range of formal and practical opportunities.

#### 5.4.1. Weekly formal observations

Observed lessons are used to inform judgments made against the standards. Mentors in school, lead mentors, and centre-based staff will make observations.

#### 5.4.2. Weekly Mentor Meetings

Observed lessons are used to inform judgments made against the standards. Mentors in school, personal tutors, and centre-based staff will make observations.

#### 5.4.3. Professionalism

Additional informal observations are made by mentors in school to assess against those QTS standards that relate to relationships with colleagues and any standards that cannot be judged through the formal lesson observation method.

#### 5.4.4. Subject Knowledge

Trainees complete a subject knowledge audit prior to commencing the course. This is reviewed at the end of each term with targets set for the ECTE.

#### 5.4.5. Big Questions

Further instructions for the Big Questions for trainees can be found in the trainee handbook. Further information for the members of the assessment panel can be found in the Big Question Assessment Framework.

#### 5.4.6. Internal Moderation Process

In order to ensure accuracy, reliability and consistency across partner schools, subjects and phases, YHTT has clear and robust assessment and moderation arrangements in place.

Lesson observations and weekly mentor meetings are completed by the in-school mentor and are moderated by the Lead Mentor.

There will be at least one joint lesson observation of each subject and phase with the in-school mentor, the lead mentor and the SCITT Director to ensure consistency across subjects/phases, placement schools and lead mentors. A yearly standardisation meeting of all lead mentors ensures that the moderation of the in-school assessments (Observations and mentor feedback and targets) is consistent across all subjects/phases.

#### 5.4.7. External Moderation Process

YHTT will employ a suitably qualified External Moderator to ensure consistency of standards within YHTT and to ensure that the standards within YHTT are consistent with the standards of other ITT providers. The external moderator will have direct involvement with the work of YHTT and will offer an external perspective to verify the accuracy of YHTT's assessments.

The external moderator will:

- Undertake a detailed scrutiny of a sample of YHTT trainees, including a representative cross section of trainees.
- Joint observation of the teaching of trainees in the sample (joint with in-school mentor or lead mentor).
- Discussion with trainees on their progress and the YHTT programme.
- Discuss with YHTT staff all of the evidence available on whether individual trainees have achieved the Teacher Standards.
- Scrutinise the YHTT internal moderation arrangements, drawing on some of the evidence gained from the activities above.
- Attendance at the YHTT Assessment Board.
- Producing a report that includes an evaluation of the strengths and areas for development for YHTT, clearly linked to the [ITTECF](#) and the [ITE inspection framework](#).

## 5.5. Assessment Plan

Assessment	Week	Curriculum Links	Teaching Standards (Big Questions only)
Weekly lesson observation*	4	Enacting classroom routines	1, 4, 7
Big Question 1 – What is learning?	6	What is learning? Megacognition & CLT Memory, Retention & Recall SEND Lesson planning Effective teaching strategies Subject Training Day 1	2, 3, 5
Weekly lesson observation*	6	Lesson planning	4, 5
Weekly lesson observation*	7	Oracy	3
Weekly lesson observation*	9	Modelling	4, 5, 6
Weekly lesson observation*	10	Scaffolding	4, 5, 6
Lead Mentor Progress Review	11		1, 2, 3, 4, 5, 6, 7, 8
Subject Knowledge Assessment	12	Subject Training Days 1 - 3	3
Big Question 2 - How do we ensure pupils remember content in your subject?	12	Memory, Retention & Recall Cognitive Load Theory Effective Teaching Strategies Subject Training Days ITAP week 2	1, 2, 3, 4, 5, 6, 8
Weekly lesson observation*	13	SEND - EAL	5
Big Question 3 - What does 'High Expectations' mean and how can teachers foster a love of learning in pupils?	20	Effective Observation Being a successful teacher Effective teaching strategies Subject Training Days Principles of instruction Behaviour ITAP	1, 2, 3, 4, 5, 6, 7, 8

Lead Mentor Progress Review	22		1, 2, 3, 4, 5, 6, 7, 8
Weekly lesson observation*	24	Questioning	4, 5, 6
Big Question 4 - How can teachers overcome barriers to learning to create an inclusive environment to maximise progress for all?	27	ITAP week 3 SEND EAL Working with support staff Mental Health Emotional Literacy Literacy & Numeracy Subject Training Days	1, 2, 3, 4, 5, 6, 7, 8
Subject Knowledge Assessment	28	Subject Training Days 3-6	3
Weekly lesson observation*	31	Assessment for Learning	6
Big Question 5 - How do we know what pupils know to ensure learning is secure? How is this impacted by the teacher's subject knowledge?	33	ITAP Week 4 Marking and feedback Understanding student data Subject Training Days	1, 2, 3, 4, 5, 6
Subject Knowledge Assessment	35	Subject Training Days 7-9	3
Lead Mentor Progress Review	36		1, 2, 3, 4, 5, 6, 7, 8
Big Question 6 - What is good teaching and how do teachers have an impact outside of the classroom?	37	This big questions draws on all the taught sessions and classroom experience to date.	1, 2, 3, 4, 5, 6, 7, 8
Statement of professionalism	41	Communications with parents Professionalism Reflective practice Teachers and the law"	Part 2 - personal and professional conduct
Assessment Board	43	All	1, 2, 3, 4, 5, 6, 7, 8

\*Trainees have a weekly lesson observation the focus of which is usually tailored to their own needs. The lesson observations on above assessment plan are the only ones which have a prescribed focus.

## 6. PGCE

The YHTT programme of study includes a PGCE with the University of Hull. Please refer to the PGCE course documentation for the details of the [assessment on the PGCE course.](#)

**Commented [KH2]:** Needs link once we have uni policies

## 7. Additional Support and Cause for Concern Procedure

Trainees will face a number of challenges throughout their teacher training and will use their informal feedback log, the feedback from their lesson observations, the YHTT curriculum, ITTECF and the support of professional colleagues (in-school mentor, pastoral mentor, lead mentor, SCITT Director) as well as their peers to reflect upon these challenges and overcome them.

The 'Cause for Concern' procedure is intended to be a developmental and supportive process that can be raised at any stage of the programme. The cause for concern procedure will be instigated when:

- A trainee does not make the expected progress
  - This could include, for example, a situation where a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching.
  - This should relate to specific aspects of the trainee's teaching and may be characterised by a lack of expected progress by the pupils.
- A trainee fails to demonstrate high standards of personal and professional conduct. Specific concerns should be indicated which refer to the descriptors as set out in the YHTT trainee code of conduct and the [Teacher Standards part 2: Personal and Professional Conduct](#).

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### 7.1. Procedure

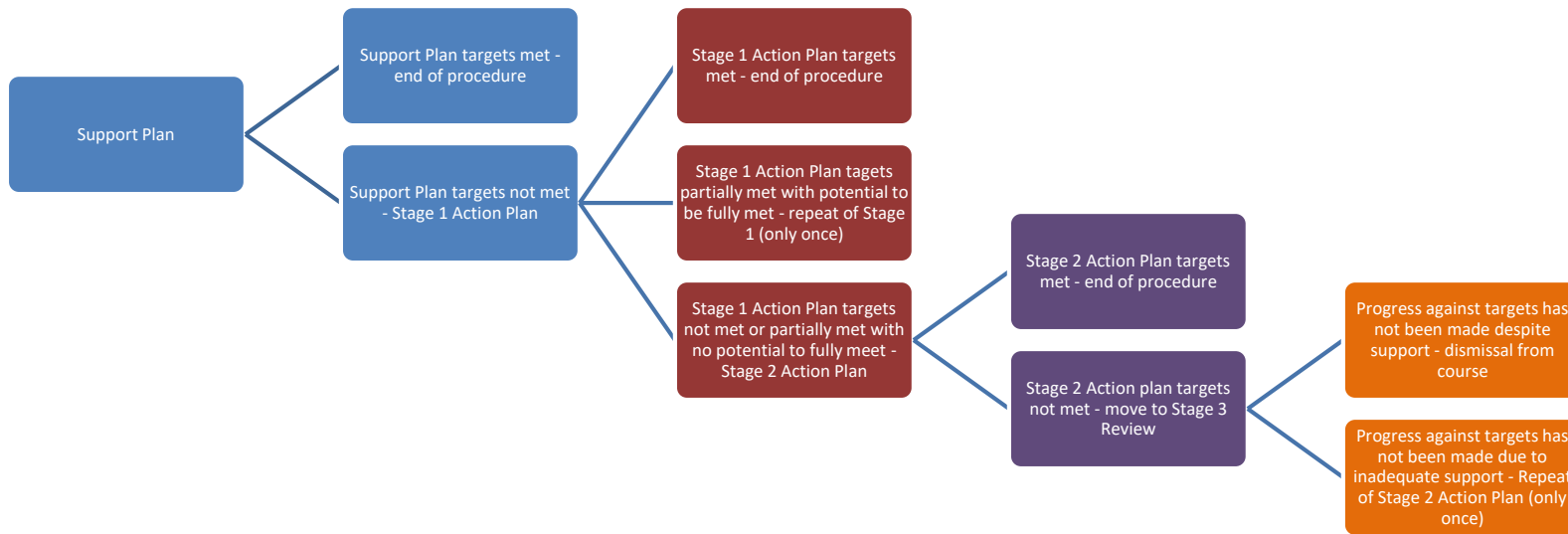
A concern can be raised by the trainee, the in-school mentor or in-school Curriculum Lead, the ITT Coordinator, the lead mentor, the pastoral mentor, the SCITT Director or the External Moderator. If a concern is raised the following procedure should be followed. The cause for concern procedure cannot be initiated in the first 3 weeks of the first teaching practice.

**Support Plan**

**Stage 1 Action Plan**

**Stage 2 Action Plan**

**Stage 3 Review**



#### 7.1.1. Support Plan

- a) The trainee, in-school mentor and lead mentor meet to discuss the concerns raised. Targets will be agreed to show progress against the areas for concern and actions to support the trainee will be put in place.
- b) The support plan is completed by the lead mentor and signed by all 3 parties (in-school mentor, lead mentor, trainee). The signed copy is shared with the trainee, mentor, lead-mentor, SCITT Director and YHTT central team.
- c) A progress meeting will be held 2 weeks after the initial cause for concern meeting to review the efficiency of the agreed support measures and progress against the targets set.
- d) If sufficient progress has been made this is the end of the support plan. If sufficient progress has not been made, the procedure moves on to the next stage: the action plan.

#### 7.1.2. Stage 1 Action Plan

- a) If, at the end of the review meeting for the support plan, the in-school mentor and the lead mentor agree that the trainee has not made sufficient progress against the targets set, they will progress the meeting to discuss the Stage 1 Action Plan.
- b) The Stage 1 Action Plan details further support and sets targets to be met. The lead mentor completes the Stage 1 Action Plan and gets the trainee and the mentor to sign. The signed Stage 1 Action Plan will be shared with the trainee, in-school mentor, lead mentor, SCITT Director and YHTT central team.
- c) A progress review meeting will be held after 2 weeks after the review meeting for the support plan to review the effectiveness of the agreed support measures and the progress against the targets set.
- d) There are 3 possible outcomes of the Stage 1 Action Plan:
  - a. Sufficient progress has been made and no further support is required → end of cause for concern process
  - b. Some satisfactory progress has been made and with continued support the targets will be met in a timely manner → repeat of Stage 1 Action Plan. The Stage 1 Action Plan can only be repeated once. If after repeat, sufficient progress against all the targets has not been made, the process moves to a Stage 2 Action Plan.
  - c. Lack of significant progress → The process moves to a Stage 2 Action Plan

#### 7.1.3. Stage 2 Action Plan

Within a week of the failed Stage 1 Action Plan review meeting a meeting between the trainee, the mentor, the lead mentor and the SCITT Director or a nominated representative on their behalf will be arranged.

- a) The Stage 2 Action Plan reviews the support offered by the school and the lead mentor and puts additional support in place for the trainee to be able to meet the targets set. The Stage 2 Action Plan also reviews the targets set to ensure that these are achievable and with the offered support and in line with the ITTECF.
- b) The SCITT Director completes the Stage 2 Action Plan and the trainee, lead mentor, mentor and SCITT Director sign the Stage 2 Action Plan. A copy is sent to the central team.
- c) A progress review meeting will be held after 2 weeks to review the progress against the targets.
- d) There are 2 possible outcomes to the Stage 2 Action Plan:
  - a. Sufficient progress has been made against the agreed targets and the trainees' professional practice is no longer a cause for concern → end of cause for concern process
  - b. Progress against the targets has been unsatisfactory → Stage 3 Review. The meeting will move on to the Stage 3 Review.

#### 7.1.4. Stage 3 Review

During the Stage 3 Review the support offered by the school, the lead mentor and the central team will be reviewed as well as the performance of the trainee against the targets set.

There are two possible outcomes to a Stage 3 Review.

- a) Sufficient progress against the agreed actions has been made or the support offered was not adequate. The trainee will repeat the Stage 2 Action Plan.
- b) Progress against the ITTECF has been unsatisfactory. This will result in the dismissal of the trainee from the course due to lack of progress.

## 7.2. Appeals against Assessment Decisions

For appeals against assessment decisions please see the complaints policy.

## Appendix 1: Informal Support Plan



### Informal Support Plan

Once complete, please remember to upload this document to the ECTs portfolio of evidence on SchooliP and email a copy to [admin@yhtt.ac.uk](mailto:admin@yhtt.ac.uk).

<b>Name of Trainee</b>	
<b>Placement School</b>	
<b>Name of Mentor</b>	
<b>Name and role of person completing the Support Plan</b>	
<b>Start Date of Support Plan</b>	
<b>Date of Review Meeting</b>	

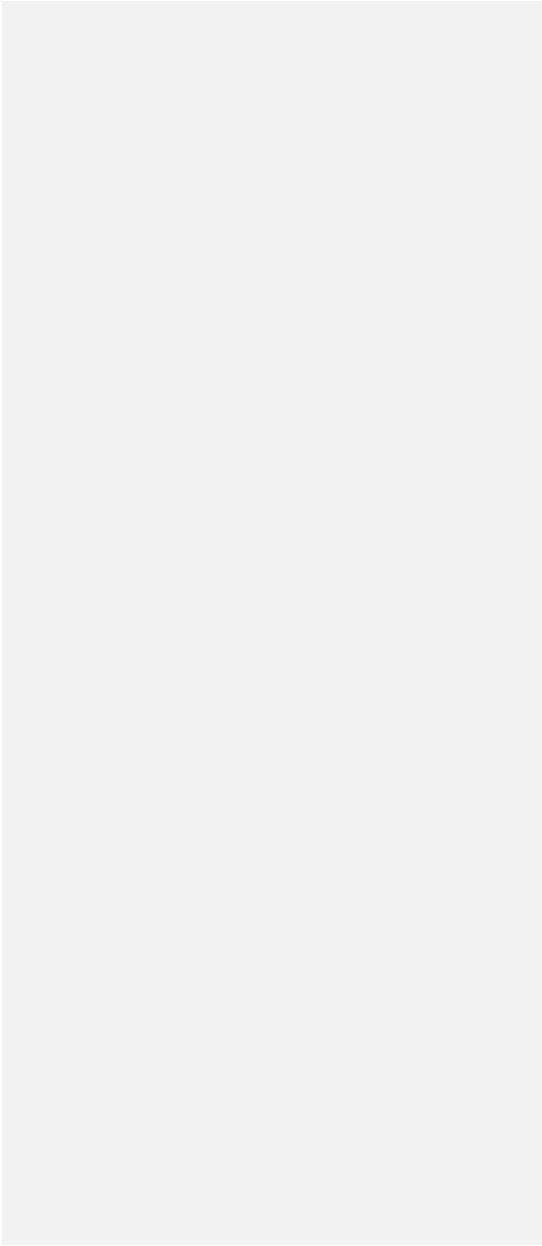
### Targets, actions and support

<b>Target Agreed</b>	<b>Relevant ITT ECF 'learn that' and 'learn how to statements'</b>	<b>Actions by Trainee</b>	<b>Support from school and who will support</b>	<b>Expected Impact</b>	<b>Review Date</b>


<b>Summary of Impact</b>

Signatures

<b>Trainee</b>	
<b>Mentor</b>	
<b>Lead Mentor</b>	



## Review Meeting

Outcome of review meeting		
	Yes	No
Have the agreed actions been undertaken by the trainee?		
Has agreed support from the school been provided?		
Please provide any relevant information to support the above.		

## Next Steps

Next Step	Rationale
Continue with informal support plan	
Move to stage one formal action plan	
Remove informal support plan	

Appendix 2 – Cause for Concern Action Plans



Cause for Concern Action Plan

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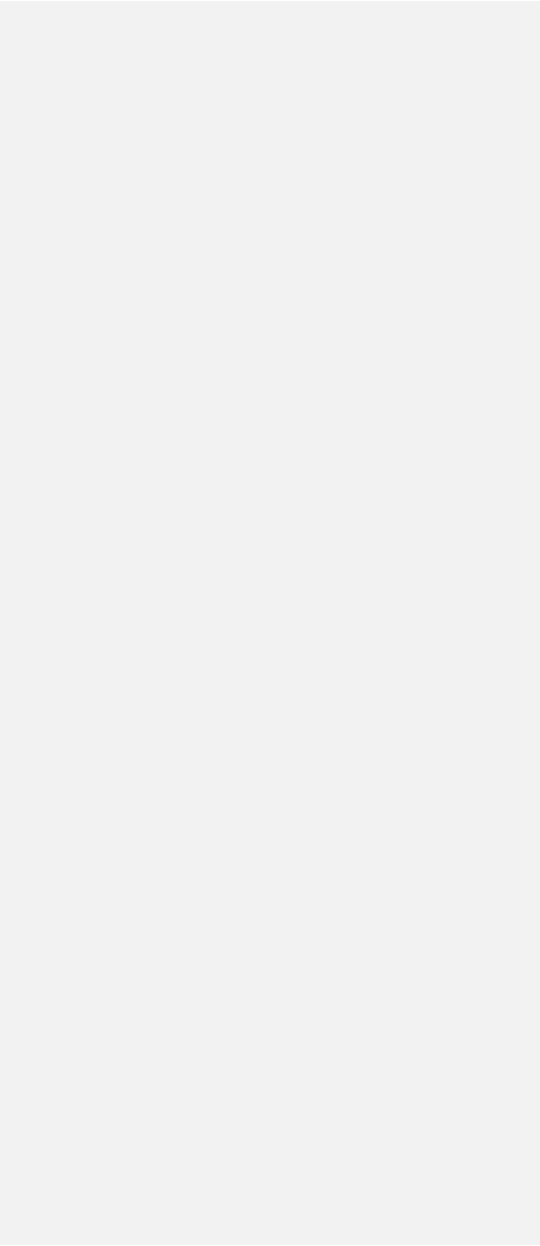
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## Stage 1

Only use this template if this is the outcome of the informal support plan. Once complete, please remember to upload this document to the ECTs portfolio of evidence on Mosaic and email a copy to [admin@yhth.ac.uk](mailto:admin@yhth.ac.uk).

<b>Name of Trainee</b>		
<b>Placement School</b>		
<b>Name of Mentor</b>		
<b>Name and role of person completing the Support Plan</b>		
<b>Start Date of Stage 1 Action Plan</b>		
<b>Date of Review Meeting</b>		
<b>Summary of concern</b>		ITTECF links
<b>Trainee response (optional)</b>		

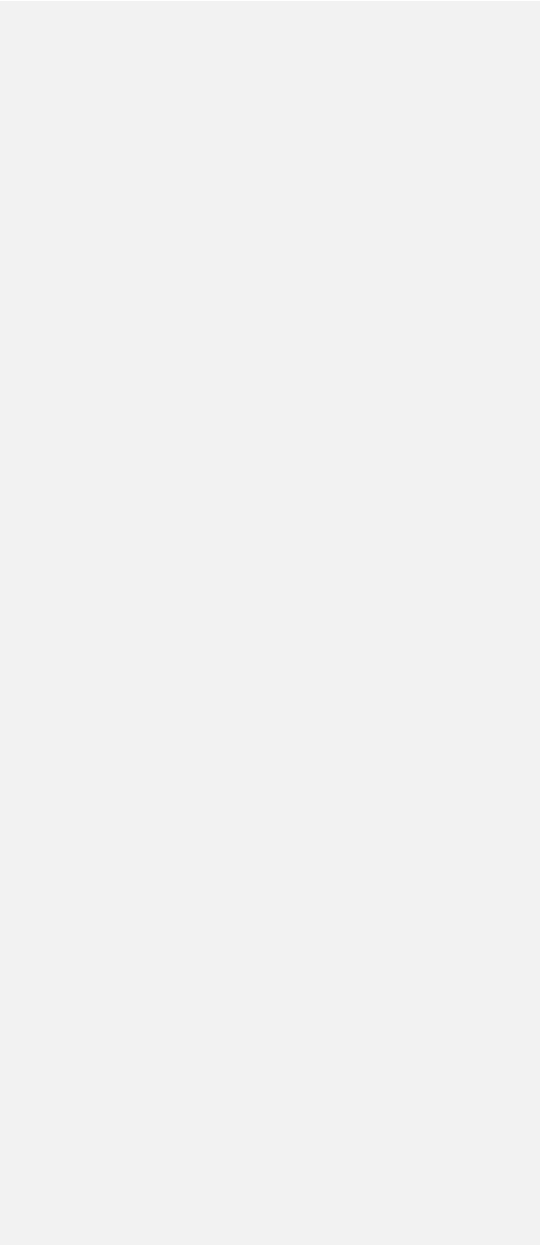
## Targets, actions and support

<b>Target Agreed</b>	<b>Relevant ITT ECF 'learn that' and 'learn how to statements'</b>	<b>Actions by Trainee</b>	<b>Support from school and who will support</b>	<b>Expected Impact – what will progress look like</b>	<b>Review Date</b>

Summary of Impact

Signatures

<b>Trainee</b>		Date:
<b>Mentor</b>		Date:
<b>Lead Mentor</b>		Date:



## Review Meeting

Outcome of review meeting		
	Yes	No
Have the agreed actions been undertaken by the trainee?		
Has agreed support from the school been provided?		
Please provide any relevant information to support the above.		

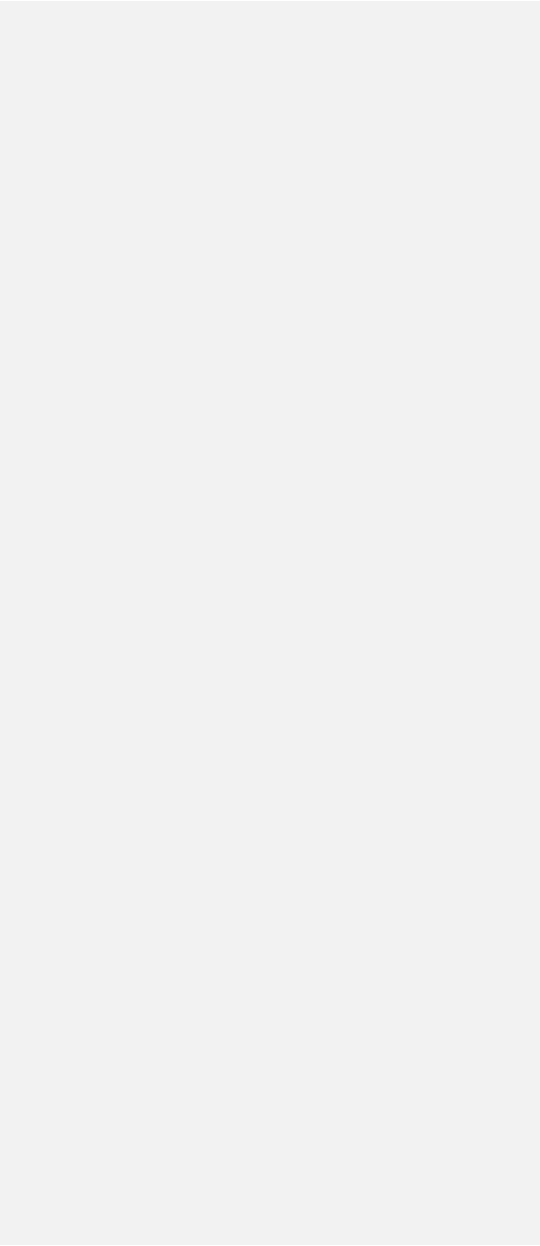
## Next Steps

Next Step	Rationale
Sufficient progress against the agreed actions has been made, and the trainee's professional practice is no longer a cause for concern.	
Some satisfactory progress has been made and with continued support the set targets will be met in a timely manner. Repeat of Stage 1 Action Plan.	
Progress against the targets has been unsatisfactory, and the process will move to a Stage 2 Action Plan.	

## Signatures

<b>Trainee</b>		Date:
<b>Mentor</b>		Date:

<b>Lead Mentor</b>		Date:
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## Stage 2

Only use the Stage 2 Action Plan if progress against the targets at Stage 1 has been unsatisfactory. Once complete, please remember to upload this document to the ECTs portfolio of evidence on Mosaic and email a copy to [admin@yhth.ac.uk](mailto:admin@yhth.ac.uk).

<b>Name of Trainee</b>		
<b>Placement School</b>		
<b>Name of Mentor</b>		
<b>Lead Mentor</b>		
<b>SCITT Director</b>		
<b>Start Date of Stage 2 Action Plan</b>		
<b>Date of Review Meeting</b>		
<b>Summary of concern</b>		ITTECF links
<b>Trainee response (optional)</b>		

## Targets, actions and support

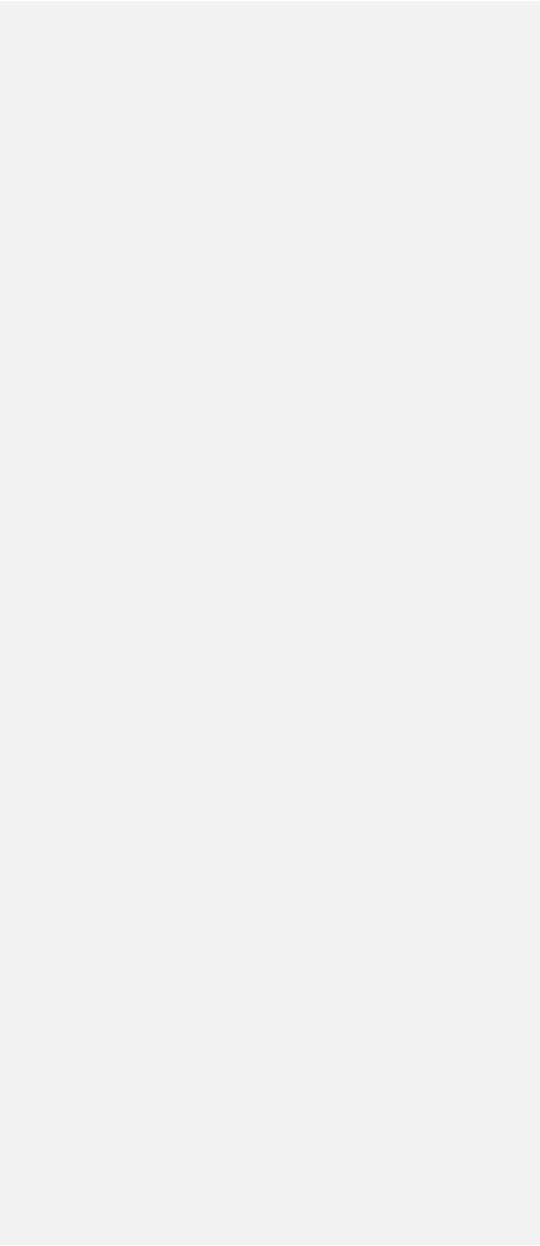
<b>Revised Target Agreed</b>	<b>Relevant ITT ECF 'learn that' and 'learn how to statements'</b>	<b>Actions by Trainee</b>	<b>Further support from school and who will support</b>	<b>Expected Impact – what will progress look like?</b>	<b>Review Date</b>

**Summary of Impact**

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Signatures

<b>Trainee</b>		Date:
<b>Mentor</b>		Date:
<b>Lead Mentor</b>		Date:
<b>SCITT Director</b>		Date:



Review Meeting- Stage 2

Outcome of review meeting		
	Yes	No
Have the agreed actions been undertaken by the trainee?		
Has agreed support from the school been provided?		
Please provide any relevant information to support the above.		

Next Steps

Next Step	Rationale
Sufficient progress against the agreed actions has been made, and the trainee's professional practice is no longer a cause for concern.	
Progress against the targets has been unsatisfactory, and the process will move to a Stage 3 Review.	

Stage 2 - Signatures

Trainee		Date:
Mentor		Date:
Lead Mentor		Date:
SCITT Director		Date:



### Stage 3 – Review

Only use this form if progress during the stage 2 action plan has been unsatisfactory. Once complete, please remember to upload this document to the ECTs portfolio of evidence on Mosaic and email a copy to [admin@yhtt.ac.uk](mailto:admin@yhtt.ac.uk).

<b>Name of Trainee</b>		
<b>Placement School</b>		
<b>Name of Mentor</b>		
<b>Lead Mentor</b>		
<b>SCITT Director</b>		
<b>Date of Stage 3 - Review</b>		
<b>Summary of concern</b>		ITTECF links
<b>Trainee response (optional)</b>		

### Review of Targets

<b>Targets Agreed</b>	<b>Relevant ITT ECF 'learn that' and 'learn how to statements'</b>	<b>Progress made by trainee</b>	<b>Support provided by school</b>

### Review of Support

	<b>Yes</b>	<b>No</b>	<b>Evidence</b>
Have weekly mentor meetings taken place?			

Have weekly formal observations taken place?			
Have regular targets been set by the mentor?			
Has informal feedback been provided by host teachers?			

#### Review of Trainee's Professional Practice

	Yes	No	Evidence
Has trainee attended core training sessions?			
Has trainee attended subject training days?			
Has trainee attended in-school CPD?			
Is there evidence of 'High Expectations'?			
Is there evidence of 'Promote Good Progress'?			
Is the trainee demonstrating good subject and curriculum knowledge?			
Is there evidence of planning and teaching well structured lessons?			
Is there evidence of adaptive teaching?			
Is there evidence of accurate and productive use of assessment for learning?			
Is there evidence of effective behaviour management?			
Is the trainee fulfilling their wider professional responsibilities?			

#### Comments (optional)

In-school Mentor	
Lead Mentor	
SCITT Director	
Trainee	

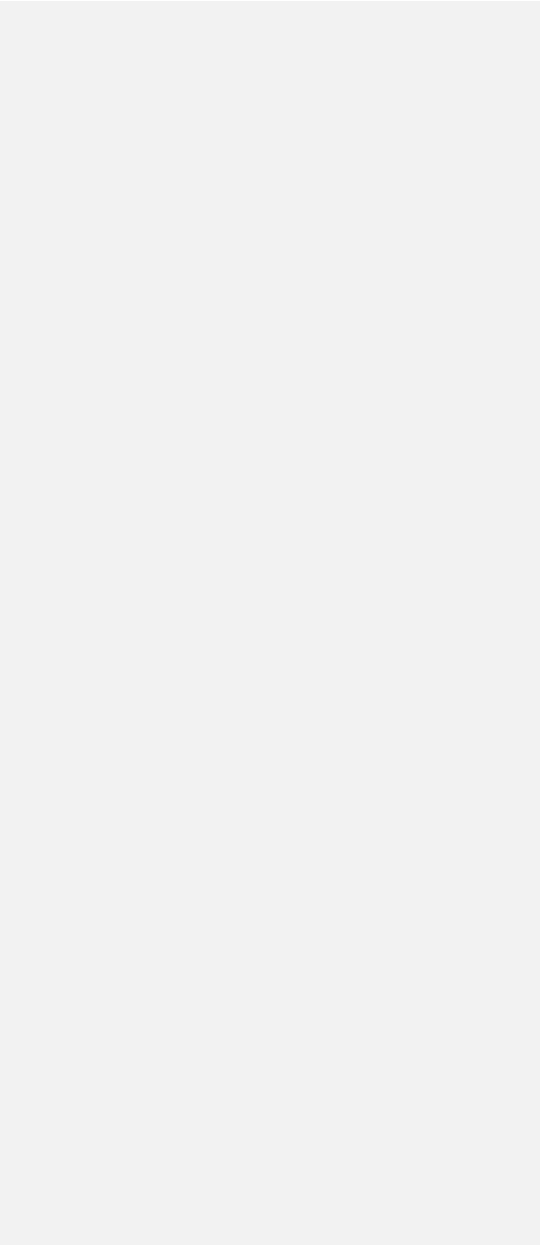
#### Outcome of Review & Next Steps

Next Steps	Rationale
<b>Sufficient progress against the agreed actions has been made or the support offered is not adequate. The trainee will repeat Stage 2 of the cause for concern process.</b>	

<b>Progress against the targets and the ITTECF standards has been unsatisfactory. This will result in the dismissal of the trainee from the course.</b>	
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Review Signatures

<b>Trainee</b>		Date:
<b>Mentor</b>		Date:
<b>Lead Mentor</b>		Date:
<b>SCITT Director</b>		Date:



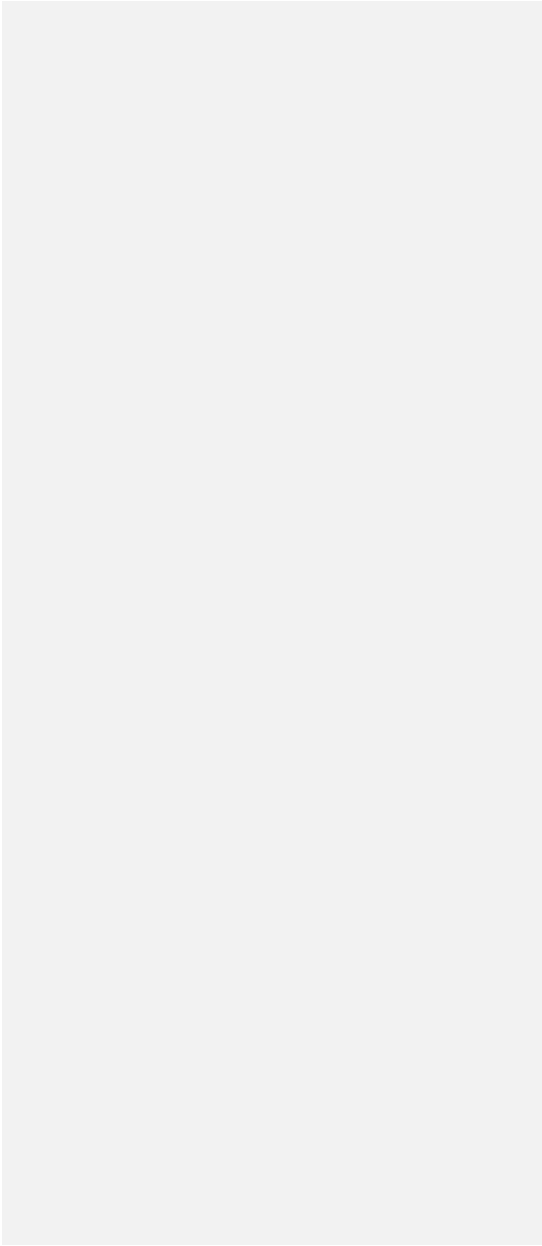
## Appendix 3 - ITTECF

High Expectations (Standard 1 – Set high expectations)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</li> <li>2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li> <li>3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.</li> <li>4. Setting clear expectations can help communicate shared values that improve classroom and school culture.</li> <li>5. A culture of mutual trust and respect supports effective relationships.</li> <li>6. High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.</li> <li>7. High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.</li> </ol>	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ol style="list-style-type: none"> <li>a) Using intentional and consistent language that promotes challenge and aspiration.</li> <li>b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</li> <li>c) Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> <li>d) Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) and consider how this engagement changes depending on the age and development stage of the pupil.</li> </ol> <p>Demonstrate consistently high behavioural expectations, by:</p> <ol style="list-style-type: none"> <li>e) Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</li> <li>f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> <li>g) Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate.</li> </ol>

Learn that...	Learn how to...

<p>8. Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.</p>	<p>h) Acknowledging and praising pupil effort and emphasising progress being made.</p>
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How Pupils Learn (Standard 2 – Promote good progress)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Learning involves a lasting change in pupils' capabilities or understanding.</li> <li>2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</li> <li>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</li> <li>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> <li>6. Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.</li> <li>7. Where prior knowledge is weak, pupils are more likely to develop misconceptions,</li> </ol>	<p>Avoid overloading working memory, by:</p> <ol style="list-style-type: none"> <li>a) Taking into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>b) Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</li> <li>c) Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</li> </ol> <p>Build on pupils' prior knowledge, by:</p> <ol style="list-style-type: none"> <li>d) Identifying possible misconceptions and planning how to prevent these forming.</li> <li>e) Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</li> <li>f) Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.</li> <li>g) Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</li> </ol> <p>Increase likelihood of material being retained, by:</p> <ol style="list-style-type: none"> <li>h) Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> <li>i) Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).</li> </ol>
Learn that...	Learn how to...

particularly if new ideas are introduced too quickly.

8. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

9. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

10. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

j) Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

k) Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</li> <li>2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</li> <li>3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</li> <li>4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.</li> <li>5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</li> <li>6. In order for pupils to think critically, they must have a secure understanding of</li> </ol>	<p>Deliver a carefully sequenced and coherent curriculum, by:</p> <ol style="list-style-type: none"> <li>a) Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.</li> <li>b) Ensuring pupils' thinking is focused on key ideas within the subject.</li> <li>c) Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</li> <li>d) Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).</li> <li>e) Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts.</li> </ol> <p>Support pupils to build increasingly complex mental models, by:</p> <ol style="list-style-type: none"> <li>f) Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</li> <li>g) Balancing exposition, repetition, practice of critical skills and knowledge.</li> <li>h) Revisiting the big ideas of the subject over time and teaching key</li> </ol>

Learn that...	Learn how to...
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<p>knowledge within the subject area they are being asked to think critically about.</p> <p>7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> <p>8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</p> <p>9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p> <p>10. Every teacher can improve pupils’ communication and literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p> <p>11. Pupils’ positive dispositions and attitudes towards mathematics are associated with positive outcomes on learning.</p>	<p>concepts through a range of examples.</p> <p>i) Drawing explicit links between new content and the core concepts and principles in the subject.</p> <p>Develop fluency, by:</p> <p>j) Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</p> <p>k) Using retrieval and spaced practice to build automatic recall and application of key knowledge.</p> <p>Help pupils apply knowledge and skills to other contexts, by:</p> <p>l) Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</p> <p>m) Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.</p> <p>Develop pupils’ literacy, by:</p> <p>n) Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.</p> <p>o) Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback.</p>
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Learn that...	Learn how to...
<p>12. Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years.</p>	<p>p) Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</p> <p>q) Modelling strategies that encourage active comprehension by asking questions, making predictions, and summarising when reading.</p> <p>r) Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).</p> <p>s) Teaching, modelling, and requiring high quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).</p> <p>t) Teaching different forms of writing by modelling planning, drafting and editing.</p> <p>u) Supporting younger pupils to become fluent writers through explicit teaching and practice of spelling and handwriting, with modelling and feedback, such as addressing both the process and product of letter formation when developing pupils' handwriting.</p>

Classroom Practice (Standard 4 – Plan and teach well structured lessons)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> </ol>	<p>Plan effective lessons, by:</p> <ol style="list-style-type: none"> <li>a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>b) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>d) Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> <li>e) Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).</li> </ol> <p>Make good use of expositions, by:</p> <ol style="list-style-type: none"> <li>f) Starting expositions at the point of current pupil understanding.</li> <li>g) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</li> <li>h) Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, manipulatives for counting, examples and nonexamples).</li> </ol>

Learn that...	Learn how to...
<p>7. High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p> <p>8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p> <p>9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</p> <p>10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</p> <p>11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</p>	<p>Model effectively, by:</p> <ul style="list-style-type: none"> <li>i) Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</li> <li>j) Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</li> <li>k) Exposing potential pitfalls and explaining how to avoid them.</li> </ul> <p>Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> <li>l) Planning activities around what you want pupils to think hard about.</li> <li>m) Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development.</li> <li>n) Providing appropriate wait time between question and response where more developed responses are required.</li> <li>o) Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</li> <li>p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.</li> </ul>

Adaptive Teaching (Standard 5 – Adapt teaching)

Learn that...	Learn how to...
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1. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
2. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
3. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
5. Flexibly grouping pupils within a class to provide more tailored support can support learning, but care should be taken to monitor its impact on attainment, behaviour, engagement and motivation, particularly for low attaining pupils.

Develop an understanding of different pupil needs, by:

- a) Identifying pupils who need new content further broken down.
- b) Making use of formative assessment.
- c) Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.
- d) Working closely with the Designated Safeguarding Lead.
- e) Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.
- f) Utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).

Provide opportunity for all pupils to experience success, by:

- g) Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- h) Balancing input of new content with the revisiting of prior learning so that pupils master important concepts.
- i) Making effective use of teaching assistants and other adults in the classroom.
- j) Making effective and judicious use of specialist technology to support pupils with SEND.

Learn that...	Learn how to...
<p>6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</p> <p>7. Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential.</p> <p>8. High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support.</p> <p>9. Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND.</p>	<p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> <li>k) Making use of well-designed resources (e.g. textbooks, manipulatives).</li> <li>l) Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</li> <li>m) Building in additional practice or removing unnecessary expositions.</li> <li>n) Reframing questions to provide greater scaffolding or greater stretch.</li> <li>o) Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</li> </ul> <p>Group pupils effectively, by:</p> <ul style="list-style-type: none"> <li>p) Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</li> <li>q) Intentionally grouping in relation to a specific learning outcome, regularly reviewing those groupings, taking care to monitor their impact and avoiding the perception that groups are fixed.</li> </ul>

Assessment (Standard 6 – Make accurate and productive use of assessment)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</li> <li>4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>5. High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</li> <li>6. Over time, feedback should support pupils to monitor and regulate their own learning.</li> </ol>	<p>Avoid common assessment pitfalls, by:</p> <ol style="list-style-type: none"> <li>a) Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</li> <li>b) Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</li> <li>c) Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</li> <li>d) Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils.</li> </ol> <p>Check prior knowledge and understanding during lessons, by:</p> <ol style="list-style-type: none"> <li>e) Using assessments to check for prior knowledge and pre-existing misconceptions.</li> <li>f) Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</li> <li>g) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> </ol>

Learn that...	Learn how to...

<p>7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p>	<p>h) Monitoring pupil work during lessons, including checking for misconceptions.</p> <p>Provide high quality feedback, by:</p> <ul style="list-style-type: none"> <li>i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</li> <li>j) Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</li> <li>k) Scaffolding self-assessment by sharing model work with pupils, highlighting key details.</li> <li>l) Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</li> </ul> <p>Make feedback manageable and effective, by:</p> <ul style="list-style-type: none"> <li>m) Recording data only when it is useful for improving pupil outcomes.</li> <li>n) Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).</li> <li>o) Using verbal feedback during lessons in place of written feedback after lessons where possible.</li> <li>p) Understanding that written marking is only one form of feedback.</li> <li>q) Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).</li> <li>r) Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</li> </ul>
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Managing Behaviour (Standard 7 – Manage behaviour effectively)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li> <li>2. A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.</li> <li>3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</li> <li>4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</li> <li>5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ol>	<p>Develop a positive, predictable and safe environment for pupils, by:</p> <ol style="list-style-type: none"> <li>a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</li> <li>b) Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues particularly where pupils exhibit unacceptable behaviours).</li> <li>c) Giving manageable, specific and sequential instructions.</li> <li>d) Checking pupils' understanding of instructions before a task begins.</li> <li>e) Using consistent language and non-verbal signals for common classroom directions.</li> <li>f) Using early and least-intrusive interventions as an initial response to low level disruption.</li> <li>g) Responding quickly to any behaviour or bullying that threatens physical or emotional safety.</li> </ol> <p>Establish effective routines and expectations, by:</p> <ol style="list-style-type: none"> <li>h) Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</li> <li>i) Practising school and classroom routines at the beginning of the school year.</li> </ol>

Learn that...	Learn how to...

<p>7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p> <p>8. Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils' social and emotional development.</p> <p>9. Teaching typically expected behaviours will reduce the need to manage misbehaviour.</p> <p>10. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.</p> <p>11. A key influence on a pupil's behaviour in school is being the victim of bullying.</p>	<p>j) Reinforcing established school and classroom routines (e.g. by articulating the link between time on task and success).</p> <p>k) Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.</p> <p>Build trusting relationships, by:</p> <p>l) Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</p> <p>m) Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.</p> <p>Motivate pupils, by:</p> <p>n) Supporting pupils to master challenging content, which builds towards long-term goals.</p> <p>o) Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</p> <p>p) Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p> <p>Develop pupils' self regulation by:</p> <p>q) Helping pupils to think through scenarios before they occur and using cues to help them recall agreed upon behaviours.</p> <p>r) Providing new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control.</p>
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Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

Learn that...	Learn how to...
<p>1. Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice.</p> <p>2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</p> <p>3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.</p> <p>4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p> <p>5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when</p>	<p>Develop as a professional, by:</p> <ul style="list-style-type: none"> <li>a) Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</li> <li>b) Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process.</li> <li>c) Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</li> <li>d) Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications.</li> <li>e) Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li> </ul> <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> <li>f) Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.</li> <li>g) Seeking ways to support individual colleagues and working as part of a team.</li> <li>h) Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.</li> </ul>

Learn that...	Learn how to...
<p>TAs supplement rather than replace support from teachers.</p> <p>6. SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</p> <p>7. Engaging in high quality professional development can help teachers improve. 8. Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND.</p> <p>9. Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.</p>	<ul style="list-style-type: none"> <li>i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.</li> <li>j) Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.</li> <li>k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</li> <li>l) Knowing who to contact with any safeguarding, or any pupil mental health concerns.</li> </ul> <p>Manage workload and wellbeing, by:</p> <ul style="list-style-type: none"> <li>m) Using and personalising systems and routines to support efficient time and task management.</li> <li>n) Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).</li> <li>o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</li> <li>p) Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.</li> </ul>

## Appendix 4 – Teaching Standards



Department  
for Education

# 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.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- 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.

#### 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, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

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

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>