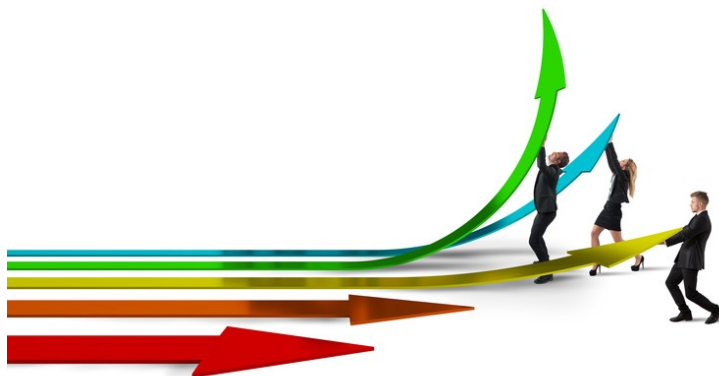




Primary Partnership Mentor Support Booklet

The core Teachers' Standards

**Moving from “Good” to “Outstanding” and
how to evidence them at an Outstanding Level**



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Introduction

This booklet is intended to support mentors in helping trainees make progress from “Good” to “Outstanding” in each of the Teachers’ Standards and to support them in evidencing the Teachers’ Standards at an outstanding level.

This would best be applied in Teachers’ Standards where trainees are a strong “Good” but not quite “Outstanding”. It would be useful to also refer to the “Making Secure Judgements” presentation for mentors, made available at the interim report stage of final placements, as this provides guidance on the range of evidence that may be used to support judgements..

It is important to note that this document is intended as supporting guidance not as assessment criteria. It should be used as part of student teacher / mentor discussions to plan development strategies and activities to raise the level of trainees’ performance.

For **each of the eight core standards** there is guidance for:

- The overall judgement of outstanding for that standard which is taken from the NASBTT (adapted for YSJU) guide to accuracy on the assessment of trainees, supplied or mentors to support their interim and final judgements on trainees.
- Under each sub heading of the Teachers’ Standard, there are suggested strategies for mentors to discuss and explore with trainees. Please note that these are not checklists nor are they exhaustive. There are suggestions and mentors and other school colleagues may well have excellent strategies to suggest in addition to these as is appropriate for the particular setting and trainee.
- Although all of the Teachers’ Standards apply equally to the Foundation Stage, there is also a short section of additional guidance to use with trainees in the Foundation Stage.
- Trainees’ CPD whilst on their placement, developing opportunities beyond their own classroom.

The Teachers' Standards: Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level

TS 1: Set high expectations which inspire, motivate and challenge pupils

An Outstanding Trainee:

- **Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.**
- **Consistently sets goals that stretch, challenge and motivate pupils, and uses strategies to support the progress of underperforming groups.**
- **Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.**

Teachers' Standard sub headings:

a) **establish a safe and stimulating environment for pupils, rooted in mutual respect**

Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.

Strategies

- **Safeguarding** – Ensure that your own safeguarding practice matches the policy of the school
- **The classroom environment** – Consider how well the learning environment supports and extends learning. Be prepared to make adaptations to groupings and table arrangements, especially if this will result in greater pupil progress. Plan for these adaptations in your future sequences of lessons. Establish a relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions of others; linking to:
- **Behaviour in lessons** – Ensure that you set consistently high expectations of pupil behaviour which are centred on promoting learning and a safe environment. Consider your use of rewards and sanctions (including celebration assemblies, class assemblies) and ensure these follow the school policy for behaviour. Communicate your expectations clearly and consistently.
- **Differentiation and grouping** - all pupils always find the work accessible yet **challenging**, including target groups (pupil premium, SEN/D, EAL, LAC and Higher achieving pupils). Vary your approach to sets/grouping of the pupils; consider grouping by ability or mixed ability which is flexible and adaptive, and again change this within different subject areas to ensure progress. Reflect upon the effective use of other adults to support learning across the entire ability range. Be aware of the Pygmalion Effect (Rosenthal and Jacobsen, 1968) and its impact on teacher expectations
- **Lesson observations and use of display** - collect a portfolio of (stimulating) displays (which represent minorities e.g. disabled, ethnic groups, etc.) and seek opportunities to mirror effective practice by experienced staff in school. Specifically look for examples of stimulating environments, high expectations and use of the pupil voice.
- **Learning outcomes**- Allow the pupils to set/ assist in setting the success criteria. Allow them ownership of their own learning outcomes and progress.

b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Consistently sets goals that stretch, challenge and motivate all pupils.

Strategies

- **Consistently reflect on your own teaching-** ask yourself (and mentors): what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are challenged and motivated? Did the activity generate the desired outcome for all pupils?
- **Target setting and Assessment for Learning-** Do the children know their targets and how to meet them; next steps marking; AfL is embedded
- **Interventions** – Do specific targets and interventions show clear steps to goals and include opportunities for regular review?
- **Quality lesson planning** - which shows clear and appropriate differentiation; seating plans/groupings; effective use of other adult support and expertise
- **Observe other teachers** - Seek opportunities to observe experienced staff and consider the teaching techniques used; reflect how you could build these techniques into your own teaching.
- **Speak to the SENCO to seek advice about specific individuals-** look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource.
- **Effective use of other adults in the room-** consistently plan how you intend to use the TA and ask their advice when planning the lesson. They may have strengths and knowledge you don't know about. Clearly plan for the use of other adults on your lesson plan.
- **Awareness of vulnerable children/groups** – attend pupil progress meetings where possible; collect evidence showing understanding/impact of vulnerable children's needs; teacher tracking data with interventions

c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.

Strategies

- **Model the behaviours you wish to see** - respect, politeness expected in and outside class to other colleagues and visitors, not just children
- **Behaviour around school** – transition times, in the playground, time keeping
- **Develop relationships with outside agencies and the community** - trips out, parents' feedback
- **Follow the school's behaviour policy consistently** - including sanctions, rewards, code in & out of classroom; displays of pupils' work; class charter/rules are displayed
- **Feedback** - to pupils on behaviour and attitudes as well as their work
- **Demonstrate the values of school** – in your interactions and teaching
- **Allowing for collaborative learning-** plan for group tasks that are truly collaborative (think about your setting and roles for the pupils to undertake) not forgetting to build in feedback and reflection of the task from a pupil's perspective.
- **Demonstrate an interest in, and commitment to, each child as an individual**
- **Resilience** – seek ways to develop pupil resilience and mind-sets

TS1 in the Foundation Stage

In addition to the sections above, also consider...

- **Recognise** that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think critically.
- **Create an environment** that is supportive and stimulating and which builds upon their prior learning..
- **Encourage and value** the different ways in which children may represent their experiences
- **Sustained shared thinking** – always be alert to opportunities to develop individual children’s thinking through sustained interaction focusing on the child’s own activities and interests.
- **Developing good communication** – follow good practice guidance to ensure effective communication with all children, especially those with SLCN.
- **Identifying children’s genuine interests and preoccupations** – including those of quieter and less assertive children – and plan to support these creatively.
- **Working with families** – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively.

Potential CPD Opportunities on SE

- Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher
- Observe other teachers
- Work with other children in different classes
- Ask for ongoing feedback from your class teacher/mentor
- Deepen your understanding of how Learning Objectives and Success Criteria and be used explicitly to focus and monitor progress – research
- Return to university session materials and recommended reading
- Speak to the Child Protection / Safeguarding member of staff and check school policy
- Check school policy
- Be proactive!

**The Teachers' Standards:
Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level
TS 2: Promote good progress and outcomes by pupils**

An Outstanding Trainee:

- Is consistently accountable for pupils' attainment, progress and outcomes.
- Has a detailed understanding of the pupils' capabilities and their prior knowledge.
- Consistently provides high quality intervention and feedback to pupils which enables them to reflect on the progress they have made and their emerging needs and understand what they need to do to improve
- Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.
- Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.

Teachers' Standard sub headings:

a) be accountable for pupils' attainment, progress and outcomes

Is consistently accountable for pupils' attainment, progress and outcomes.

Strategies

- **Risk taking** - be prepared to try something new (it might not always work but you will learn from this).
- **Flexibility**- be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) especially if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons.
- **Differentiation**- all pupils always find the work accessible yet **challenging**, including target groups (including: Pupil premium, SEN/D, EAL, LAC and Higher achieving pupils) Vary methods of differentiation e.g. by resource, by outcome, by support, as well as by ability based task. N.B. Extending high achievers does not mean additional work, it means deepening and applying their understanding. In the same way SEND does not mean less - just a different approach.
- **Grouping** - vary how to set/group your pupils; consider grouping by ability and again change this within different subject areas to ensure maximum progress. Actively and consistently reflect upon the effective use of other adults, for example, don't only use other adults to support those with SEND or lower ability
- **Feedback**- marking should consistently be meaningful and help to move the pupils on in their learning. Encourage the use of individual and peer assessment. Ensure there are opportunities to evidence how pupils have acted upon the feedback.
- **Learning outcomes**- Allow the pupils to set/ assist in setting the success criteria. Allow them ownership for their own learning outcomes and progress.

b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- Has a detailed understanding of the pupils' capabilities and their prior knowledge.
- demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.

Strategies

- **Consistently reflect on your own teaching-** be honest with yourself, ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the correct outcome for the pupils?
- **Assessment for learning-** consistently track pupils' progress, know the pupils starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning?
- **Flexibility with your plan:** use a starter, if the pupils already have the knowledge/skills/understanding don't make them carry out the task again, allow them to start from a different starting point otherwise you are limiting their progress.
- **Teacher file/assessments and tracking** - have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. SEND pupils use/read/speak to the TA about the school based support plans to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as how to cater for these target groups and ensure you track and reflect upon their attainment.
- **Observe other teachers with strengths in specific teaching fields-** Consider the teaching techniques used and reflect how you could build these techniques into your own teaching.
- **Speak to the SENCO to ask advice about specific individuals-** look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource.
- **Seating plans-** different plans could be used for different subjects, working on pupil ability and strengths.
- **Effective use of other adults** - consistently plan how you intend to use the TA and ask their advice when planning the lesson. They may have strengths and knowledge you don't know about. Clearly plan for the use of other adults on your lesson plan. Do not routinely place the TA with lower ability groups.
- **Be prepared-** Have extension tasks ready (not more questions or a bolt on activity) but activities that deepen the learning or ask the pupils to use the learning in another context.

C) guide pupils to reflect on the progress they have made and their emerging needs

Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.

Strategies

- **Flexibility- (see previous point)** if the lesson is not working do not continue because that is the plan! Change and adapt to suit the needs of the pupils. Plan enhancing activities that deepen the pupils thinking. Allow them to transfer the skills they have used in another context.
- **Evaluation-** consistently ask pupils to reflect upon their own learning, then use this to inform your planning.
- **Reviews** – Begin each lesson with a review of previous learning; consider which words, vocabulary and ideas need to be reviewed
- **Allowing for collaborative learning-** plan for group tasks that are truly collaborative (think about your setting and roles for the pupils to undertake) not forgetting to build in feedback and reflection of the task from a pupils perspective.
- **Mini plenaries (or pit stops)-**Short snappy spot checks assessing pupil progress. Red/amber /green cards to check progress. 5 things learnt today, exit cards, and many more. Consider how will you record and use this snap shot for assessment.
- **Other ideas-**
 - Peer evaluation; AfL
 - Response to marking and feedback by learners
 - Class environment promoting space for reflection
 - Journals and diaries
 - Learning Walls
 - Pupil awareness of development target, short term targets
 - Marking to success criteria; pupils select own success criteria.

d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.

Strategies

- **Evaluating process-** reflecting consistently on what you did and the impact this had on the children. How do you know they made progress? How can you show the pupils they have made progress?
- **Planning a variety of lessons** - consistently show within your lesson plans how you have tailored the learning to suit the needs of the pupils- use your lesson plan as a working document. Consistently annotate the plan to show how you have adapted the work, and then use this in your future planning.
- **Scaffolding** – Provide pupils with temporary supports and scaffolds to assist them when they learn new or difficult tasks; for example thinking aloud while modelling, providing checklists, anticipate errors pupils might make
- **Questioning** – Ask lots of questions and check for all children’s understanding at each point; questions help pupils practise new information and connect new material to their prior learning
- **Lesson planning** – for EAL, SEN/D, closing individual learning gaps.
- **Lesson study** – expert practitioners observe teachers within their areas of expertise.
- **CPD/ staff training** (and evidence of CPD in appropriate areas), keep constantly up to date

	<p>with emerging theories and practice.</p> <ul style="list-style-type: none"> • Plan for and deliver varied and creative teaching styles- e.g. paired work, team teaching (not a single approach all lesson). • Evidence of adapting lessons- in response to pupils' needs through lesson evaluations, observations/ learning walks and annotate the plans as you go.
<p>e) encourage pupils to take a responsible and conscientious attitude to their own work and study Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.</p>	
Strategies	<ul style="list-style-type: none"> • Expectations – being <u>consistent and explicit</u> in your high expectations of the pace, focus, independence and quality of work. • Responsibility – <u>you</u> take responsibility for ensuring that the <u>pupils</u> take responsibility for the quality of their work. Convey an understanding of the importance of hard work. • Lesson planning – consistently plan for opportunities for pupils to take more responsibility for their learning e.g. in selecting different forms of recording/response, different routes to the same learning outcomes or flexibility in progressing to more challenging work when they are ready. • Evaluation - consistent awareness of prior achievement and progress within a lesson, to support and challenge pupils on making appropriate decisions about their learning. • Classroom climate – establishing a climate where it is safe for pupils to try things and take responsibility; safe in the assurance of your support and comfortable to be independent. • Rewards - acknowledging responsible and conscientious attitude to their own work and study as well as achievement.

<p>TS2 in the Foundation Stage</p>	
In addition to the sections above, also consider...	<ul style="list-style-type: none"> • Recognise that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think critically. • Observation - Consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities. • Evidence pupil progress across all seven areas of learning and development. • Encourage and value the different ways in which children may represent their experiences • Exceeding expectations: where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum. • Record keeping – consistently use the school's systems (or develop your own) to record observations and track progress • Sustained shared thinking – always be alert to opportunities to develop individual children's thinking through sustained interaction focusing on the child's own activities and interests. • Developing good communication – follow good practice guidance to ensure effective communication with all children, especially those with SLCN. • Identifying children's genuine interests and preoccupations – including those of quieter and less assertive children – and plan to support these creatively. • Working with families – actively seek out the views of parents and carers in order to meet children's learning needs more effectively.

Potential CPD Opportunities on SE

- Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher
- Observe other teachers
- Work with other children in different classes
- Ask for ongoing feedback from your class teacher/mentor
- Attend planning meetings
- Deepen your understanding of how Learning Objectives and Success Criteria can be used explicitly to focus and monitor progress – research
- Return to university session materials and recommended reading
- Find out how the school tracks and reports progress and makes use of national data
- Attend assessment / review /moderation meetings
- Check school policy
- Be proactive!

**The Teachers' Standards:
Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level**

TS 3: Demonstrate good subject and curriculum knowledge

An Outstanding Trainee:

- **Consistently teaches exceptionally well, demonstrating: strong subject and curriculum knowledge; phase expertise.**
- **Is confident to work within the curriculum.**
- **Demonstrates the ability to address misunderstandings and maintain pupils' interest.**
- **Effectively demonstrates understanding of developments in subject and curriculum areas.**
- **Effectively promotes the value of scholarship.**
- **Consistently demonstrates a thorough understanding of how to teach reading, and writing effectively to enhance the progress of pupils.**
- **Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy and the correct use of Standard English.**
- **Teaches early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.**
- **Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.**
- **Teaches primary mathematics confidently and competently so that pupils make good or better than expected progress.**

Teachers' Standard sub headings:

- a) has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings**
Consistently demonstrates strong subject and curriculum knowledge within the phase taught
Address misunderstandings and maintains pupils' interest

Strategies	<ul style="list-style-type: none"> • Planning - show progression from before the lesson and onwards to what follows. • Differentiation- Lessons show suitable differentiation and appropriate challenge, and include <u>key questions</u> to extend thinking. • Pose probing questions - after pupils have acquired basic knowledge, ask questions which require students to synthesise information and extract key concepts • Grouping- vary how to set/group your pupils; consider grouping by ability or mixed ability and again change this within different subject areas to ensure maximum progress. Actively and consistently reflect upon the effective use of other adults. • Feedback- marking and feedback assesses the children’s progress and sets targets or next steps • Where possible and appropriate, engages in INSET, attends staff meetings, courses, school networks and supports/ liaises with key colleagues (e.g. Subject co-ordinators) • Classroom environment – engages and interests children; classroom displays include key vocabulary and learning • Enrichment- Help plan and deliver enrichment focus weeks, clubs • Flexibility- be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) especially if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. • Preparation – take responsibility for your own subject knowledge in advance of teaching and evidence revision/intervention.
<p>b) demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship Effectively demonstrates consistent understanding of developments in the curriculum areas.</p>	
Strategies	<ul style="list-style-type: none"> • Observe other teachers with strengths in specific teaching fields - Consider the teaching techniques used and reflect how you could build these techniques into your own teaching. • CPD Attendance of, and contribution to new understanding in, staff meetings, INSET, and other CPD opportunities where offered • Research - attempt to incorporate insights gained from reading, research and University taught modules into your own teaching. • Engage in opportunities provided for school e.g. policy reviews , scrutiny of work, moderation etc. • Module/Moodle content – maintain use of University based sources of subject knowledge content • Through teaching - seek to instil respect for and value of knowledge, purpose and scholarship • Model learning – share your learning and engagement with the subject content in the classroom to inspire and motivate the children
<p>c) takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English Consistently demonstrates a thorough understanding of how to teach reading, writing, communication effectively to enhance the progress of pupils.</p>	

Strategies	<ul style="list-style-type: none"> • Model excellent spoken and written English in all lessons regardless of subject. • Praise – use praise for examples of progress and high standards of vocabulary and standard English e.g. rewards and mention in assemblies, newsletters etc if appropriate • Evaluation- consistently ask pupils to reflect upon their own learning, then use this to inform your planning. • Planning - shows development of literacy as well as subject specific objectives. Plan opportunities to embed aspects of literacy into areas of your English teaching, e.g. SPaG. • Classroom environment - shows accurate promotion of literacy key skills and reading. You model the importance of reading for pleasure. • Communication - Articulate written and verbal communication (with parents and children) in letters, written feedback • Other ideas- <ul style="list-style-type: none"> -Peer evaluation; AfL -Response to marking and feedback by learners -Class environment promoting space for reflection -Journals and diaries -Learning Walls -Pupil awareness of development target, short term targets -Marking to success criteria; pupils select own success criteria.
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d) demonstrates a clear understanding of systematic synthetic phonics

teaches early reading, systematic synthetic phonics, communication and language development confidently and so that pupils make good or better than expected progress.

Strategies	<ul style="list-style-type: none"> • Planning - including schemes (Letters & Sounds / Read, Write Inc etc) and guided reading which show accurate, regular and prompt planning of groups, interventions and regular assessment • Lesson study – observe expert or experienced teachers within their areas of expertise. • CPD/ staff training (and evidence of CPD in appropriate areas), keep constantly up to date with emerging theories and practice. • Plan for and deliver varied and creative teaching - e.g. paired work, team teaching (not a single approach all lesson) appropriate for age group. Demonstrate a multi-sensory approach to your teaching of phonics. • Evidence of adapting lessons- in response to pupils’ needs through lesson evaluations, observations/ learning walks and annotate the plans as you go. • Other adults – effective use of TA to support children’s development but without planning for other adults to always (or often) work solely with lower achieving groups or individuals • Application make links to phonics in situations other than discrete phonics lessons to raise awareness • Encourage application of phonic knowledge and skills in other reading and writing activates across the curriculum. • Assess children’s phonic skills/knowledge and match to the phonic phases • Access the Moodle Phonics area and complete the study tasks attached to teach video • Demonstrate appropriate phoneme awareness and pronunciation.
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	<ul style="list-style-type: none"> • Plan a rich classroom environment which supports language acquisition • Be aware of next steps and be proactive in promoting reading and supporting phonic development • Remember the importance of reading for pleasure
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e) **When teaching mathematics, demonstrates a clear understanding of appropriate teaching strategies.**
Teaches primary mathematics confidently so that pupils make good or better than expected progress

Strategies	<ul style="list-style-type: none"> • Expectations – being <u>consistent and explicit</u> in high expectations of the pace, focus, independence and quality of mathematics work. • Lesson planning – consistently plan opportunities for pupils to take more responsibility for their own learning in mathematics using a variety of traditional and new approaches to teaching mathematical concepts based on research. Be aware of next steps in mathematics using excellent subject knowledge to encourage progress and deeper conceptual understanding of a topic. • Questioning: Plan to consistently incorporate key questions that: encourage discussion and debate; develop reasoning, problem solving and thinking skills; reveal misconception and understanding to support assessment; promote curiosity, interest and participation • Link abstract concepts with a variety of pictorial and concrete representations – use this technique to link concepts e.g. using Numicon to represent money when calculating and giving change • Misconceptions – know how to address and challenge children’s misconceptions which arise in mathematics. Plan to use ‘tricky’ examples to promote discussion and debate relating to common misconceptions to promote deeper conceptual understanding • Differentiation – Meet the needs of all learners by being flexible when making ‘grouping’ choices; challenging preconceived idea of ‘fixed ability’ grouping by responding to the pupils needs during the lesson; using language of progression rather than ‘ability’; ensuring high level challenge for all pupils; considering how to adapt content to encourage an inclusive approach and increasing accessibility; increasing challenge by applying a given concept within a different/new context etc. • Alternate solved and unsolved questions – research demonstrates that repeatedly alternating examples of solved and unsolved questions aids understanding and boosts retention. Sometimes called interleaving • Classroom climate, resilience and positive mathematical mindsets –consistently value all contributions, questions, mistakes, connections and communication. Explore ideas with the class to gain depth of understanding, showing genuine belief that all children can learn mathematics to the highest level. • Evaluation - consistent awareness of prior achievement and progress within a lesson
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TS3 in the Foundation Stage

In addition to the sections above, also consider...

- **Recognise** that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think critically.
- **Observation** - Consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities.
- **Plan** a range of teacher-led activities that build upon children's prior learning.
- **Create** opportunities for children to explore and challenge their learning.
- **Encourage and value** the different ways in which children may represent their experiences
- **Exceeding expectations:** where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum.
- **Sustained shared thinking** – always be alert to opportunities to develop individual children's thinking through sustained interaction focusing on the child's own activities and interests.
- **Identifying children's genuine interests and preoccupations** – including those of quieter and less assertive children – and plan to support these creatively.
- **Working with families** – actively seek out the views of parents and carers in order to meet children's learning needs more effectively.

Potential CPD Opportunities on SE

- Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher
- Observe other teachers
- Work with other children in different classes
- Ask for ongoing feedback from your class teacher/mentor
- Attend planning meetings
- Deepen your understanding of how Learning Objectives and Success Criteria and be used explicitly to focus and monitor progress – research
- Return to university session materials and recommended reading
- Find out how the school tracks and reports progress and makes use of national data
- Attend assessment / review /moderation meetings
- Check school policy
- Be proactive!

**The Teachers' Standards:
Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level
TS 4: Plan and teach well-structured lessons**

An Outstanding Trainee:

- consistently plans lessons using well-chosen, imaginative and innovative strategies that match the individuals' needs and interests
- select and use available new technology to effectively support learning
- are highly reflective in critically evaluating their practice
- can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning
- show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.

Teachers' Standard sub headings:

a) impart knowledge and develop understanding through effective use of lesson time

Strategies

- **Risk taking**- be prepared to try something new (it might not always work but you will learn from this).
- **Flexibility**- be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons.
- **Meet the needs of all learners**- all pupils always find the work accessible yet **challenging**, including target groups (including: Pupil premium, SEN/D, EAL, LAC and higher achieving pupils).
- **Groupings** - vary how to set/group your pupils; consider grouping by ability and again change this within different subject areas to ensure maximum progress. Actively and consistently reflect upon the effective use of other adults.
- **Feedback**- marking should consistently be meaningful and help to move the pupils on in their learning. Encourage the use of individual and peer assessment. Ensure there are opportunities to evidence how pupils have acted upon the feedback. Allow time for reflection within your lessons.
- **Learning outcomes**- Allow the pupils to set/ assist in setting the success criteria. Allow them ownership for their own learning outcomes and progress.
- **Plan for the use of adults in the room** – allow the adults in the room to help and assist with planning.

b) promote a love of learning and children’s intellectual curiosity

Strategies	<ul style="list-style-type: none"> • Starting points – ensure that the learning starts from the interest of the children or is related to class or whole school topics • Relevance – learning is set within context and the relevance is made clear to the children, including relating this to everyday situations. • Learning outside the classroom – use the resources and the learning experiences all around you. How can you engage and inspire? Be different, learning does not have to take place within the classroom. • Flexibility with your plan: If the pupils already have the knowledge/skills/understanding, don’t make them carry out the task again. Allow them to start from a different starting point otherwise you are limiting their progress. • Observe other teachers with strengths in specific teaching fields - consider the teaching techniques used and reflect how you could build these techniques into your own teaching. How do these techniques engage and foster a love of learning? • Use of displays – to engage the children and support their learning including revision and consolidation (links to homework possible here) • Engagement in wider activities – to integrate national and international days and weeks into curriculum planning – e.g. World Book Day, Anti Bullying Week • Enrichment opportunities – engage with opportunities outside the ‘usual’ week’s activities, for example mathematics week, external visits, ‘trips to the shops’ learning outside the classroom.
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c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Strategies	<p style="text-align: center;">NB – always follow the school’s homework policy</p> <ul style="list-style-type: none"> • Homework – link homework to the classroom learning, rather than seeing it as a ‘bolt on’. Ensure that it is actually deepening and/or building on existing knowledge and understanding. Try to follow up homework in some way e.g. link into future lessons or mark and give feedback. • Accessible – homework needs to be accessible by all children; consider ways how to record the homework, the amount of support which is needed and possible differentiation • Research based homework – based on applying skills so that pupils can investigate topics which interest them or are linked to the whole class learning, always considering the enhancement of skills. • Out of class activities – including a range of other activities out of the classroom which enhance the children’s learning – see point b.
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d) reflect systematically on the effectiveness of lessons and approaches to teaching

Strategies	<ul style="list-style-type: none"> ● Evaluating process- reflecting constantly on what you did and the impact this had on the children. How do you know they made progress? How can you show the pupils they have made progress? ● Planning a variety of lessons - consistently show within your lesson plans how you have tailored the learning to suit the needs of the pupils; use your lesson plan as a working document. Consistently annotate the plan to show how you have adapted the work, and then use this in your future planning. ● Lesson planning – for EAL, SEN/D, closing individual learning gaps. ● Lesson study – expert practitioners observe teachers within their areas of expertise. ● CPD/ staff training (and evidence of CPD in appropriate areas), keep constantly up to date with emerging theories and practice and include these references within your reflective learning journal. ● Plan for and deliver varied and creative teaching styles- e.g. paired work, team teaching (not a single approach all lesson). ● Evidence of adapting lessons- in response to pupils’ needs through lesson evaluations, observations/ learning walks and annotate the plans as you go. ● Pupil feedback – evaluation of the activities from a pupil’s viewpoint. Pupils are honest and can provide good insight into how to adapt/improve the activity for next time ● Feedback –consider feedback from other adults and mentors in order to make positive impacts on planning.
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e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Strategies	<ul style="list-style-type: none"> ● Real-life planning – apply events in the world/events of interest to the learning, projects on recent sporting events such as the Olympic Games. Make learning meaningful for the pupils. ● Use the environment to enhance learning – turning the classroom into a resource, set up a restaurant, nature trails, mathematics in the playground, dressing up/role play areas, use of artefacts. ● Team/phase planning – make effective and consistent contributions to team/phase planning meetings. Interacting with the group and working towards a common end goal. ● Share your expertise – reflect on your curriculum strengths and consider how you can use this to contribute to curriculum design and wider school life.
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TS4 in the Foundation Stage

In addition to the sections above, also consider...	<ul style="list-style-type: none"> ● Recognise that children are competent learners from birth, who can be resilient, capable and confident, and plan for them to play, explore, persist, create and think critically. ● Create an environment that is supportive and stimulating and which builds upon their prior learning. ● Observation - consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities. ● Evidence pupil progress across all seven areas of learning and development within
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	<p>your planning.</p> <ul style="list-style-type: none"> • Plan a range of teacher-led activities that build upon children’s prior learning. • Create opportunities for children to explore and challenge their learning. • Encourage and value the different ways in which children may represent their experiences and plan to ensure these are shared. • Exceeding expectations: where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum. • Sustained shared thinking – always be alert to opportunities to develop individual children’s thinking through sustained interaction focusing on the child’s own activities and interests. Plan for these opportunities and consider how you are using the learning environment to facilitate this • Developing good communication – follow good practice guidance to ensure effective communication with all children, especially those with SLCN. Plan opportunities to develop language and model effective use. • Identifying children’s genuine interests and preoccupations – including those of quieter and less assertive children – and plan to support these creatively. • Working with families – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively. Consider who these needs can be integrated into your planning.
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Potential CPD Opportunities on SE	
	<ul style="list-style-type: none"> • Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher • Observe other teachers • Work with other children in different classes • Ask for ongoing feedback from your class teacher/mentor • Attend planning meetings and contribute • Deepen your understanding of how Learning Objectives and Success Criteria can be used explicitly to focus and monitor progress – research • Return to university session materials and recommended reading • Check school policy • Engage in the organisation of a trip • Be proactive!

The Teachers' Standards:

Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level 5. Adapt teaching to respond to the strengths and needs of all pupils

An Outstanding Trainee will:

- Consistently and accurately know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively in relation to impact on learning and engagement of learners.
- Consistently demonstrate a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these employing a range of effective intervention strategies to secure appropriate progression for individuals and groups, (including those eligible for the pupil premium.)
- Consistently 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
- Demonstrate 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

Teachers' Standard sub headings:

a) **know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**

Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.

Strategies

- **Differentiation**- all pupils find the work accessible yet challenging, including target groups (including: pupil premium, SEN/D and higher achieving pupils). Differentiation thoughtfully considers a variety of factors including resources, support, grouping, open ended tasks)
- **Plan for breadth of curriculum** – allow pupils to apply skills in other curriculum areas.
- **Effective questioning**- consistently use open ended questions, do not accept the first answer, allow pupils to build upon the answer. If the answer is not correct it's not wrong-unpick their reason, explore how they reached that answer, it might help identify a misconception. Consistently allows for think time, allow for the sharing of answers and discussions. There does not always need to be a right answer (mystery activities, group work, enquiry based learning)
- **Grouping**- consistently knows when to group and vary how to group your pupils. Consider flexible grouping by attainment (linked to ongoing assessment) and change this within different subject areas to ensure maximum progress.
- **Other adults** - actively reflect upon the effective use of other adults and deploy them to maximise impact on learning.
- **Feedback**- consistently provide feedback that allows for individual progress and allow time for children to respond to this feedback
- **Speak to others**– about strategies and resources that could be used to support your children's progress. Research a range of differentiation strategies and reflect on their usefulness in promoting pupil progress for all.
- **Observe** – Go into other classes or attend planning meetings to extend your understanding of how learning can be differentiated.
- **High expectations** – always be mindful of not labelling by group or an individual e.g. 'low ability pupil'.
- **See also the "Differentiation Deviser"** available for trainees on Moodle

<p>b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups</p>	
Strategies	<ul style="list-style-type: none"> • Knowledge of the child- you need to have the knowledge of the child to ensure you are identifying their needs. Develop an understanding of prior knowledge and attainment and use this to inform planning. • SEND- Use IEPs/IBPs/EHC plans to identify the needs of the pupil and speak to staff to gather information about the other targets groups and their needs. • Other needs – Consider how you can support all learners e.g. EAL and employ some of these strategies as part of your teaching and learning. • Emotional needs – Be aware of social and emotional needs and use approaches to sensitively support the child. • Grouping- consistently be flexible with your grouping for each curriculum area. • Differentiation of task- not just outcome, could include providing writing frames, sentence starters, colour coded sheets for ability, subject champions (to provide peer assistance) • Talk to other staff members- they may have different ideas you could employ within the classroom, or they may have used similar activities before and be able to guide you with ideas and intended outcomes of the task. • Analyse – consistently the strengths and needs of the pupils • Reflect – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding. • Evidence – consistently gather and scrutinise evidence to support your understanding of what works for each child in supporting progress. Assess pupil need, plan, review and implement change to support pupil progress. •
<p>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 <u>Consistently and effectively</u> demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.</p>	
Strategies	<ul style="list-style-type: none"> • Knowledge of the child- you need to have the knowledge of the child to ensure you are identifying their needs and know who to talk to in order to ensure the information is accurate and up to date. • Honest and reflective feedback-but most importantly act upon this feedback and evidence the improvement in your plans, evaluations and tracking of pupil progress. • Other staff- ask the pupils/other adults in the room//mentor/Link Tutor for their honest opinion, and act upon it. Discuss the effectiveness of these actions. • Reflect – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding.

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**

- Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).
- challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.
- Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.

Strategies

- **Celebrate diversity** – immerse child with differing needs in the heart of the classroom. E.g. EAL pupils- buddy up with an English speaking student (could be of the same or higher ability)
- **Grouping:** plan to ensure your lower attaining students are allowed to work with high attaining pupils (they learn from their peers/friends) and be flexible with this for different subjects, tasks etc.
- **Ability to adapt teaching strategies** to ensure that pupils with SEND (including, but not limited to, autism, dyslexia, attention deficit hyperactivity disorder (ADHD), sensory impairment or speech, and language and communication needs (SLCN)) can access and progress within the curriculum
- **Ability to recognise** signs of SEND, discuss these with other professionals and make adjustments to overcome any barriers
- **Immerse and celebrate diversity-** say hello in the home language of an EAL pupil. Carry out different religious ceremonies/events within school or make links with other schools with great cultural diversity. Always ensure all tasks are accessible to all pupils in the class regardless of their SEN/D need.
- **EAL** – encourage EAL pupils to speak their home language when thinking and planning out answers but encourage the use of English when participating in group discussions. Model and scaffold language and provide visual representation of language/instructions.
- **Subject champion-** using your higher ability students as subject champions, can they explain the learning in a peer friendly way? How could you evidence this?

TS5 in the Foundation Stage

In addition to the sections above, also consider...

- Observation – consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities.
- Evidence pupil progress across all seven areas of learning and development.
- Enabling environments: always provide a calm physical environment which avoids excessive visual stimulation but engages children with open-ended resources and ‘provocations’ which provide new interests and areas of enquiry.
- Encourage and value the different ways in which children may represent their experiences
- Exceeding expectations: where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum.
- Sustained shared thinking – always be alert to opportunities to develop individual children’s thinking through sustained interaction focusing on the child’s own activities and interests.
- Developing good communication – follow good practice guidance to ensure effective communication with all children, especially those with SLCN.
- Identifying children’s genuine interests and preoccupations – including those of quieter and less assertive children – and plan to support these creatively.
- Working with families – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively.

Potential CPD Opportunities on SE

- Observe other teachers
- Visit different key stages /classes
- Work with other children in different classes
- Visit other schools
- Speak to the SENCO and other key staff members
- Ask for ongoing feedback from your class teacher/mentor
- Attend planning meetings
- Refer to previous documentation / assessments
- Check school policy
- Research specific needs
- Be proactive!

**The Teachers' Standards:
Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level
TS 6: Promote good progress and outcomes by pupils**

An Outstanding Trainee:

- accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.
- Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.
- Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.
- Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.
- Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.
- Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.

Teachers' Standard sub headings:

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Strategies

- **University sessions** – engage with university sessions linked to assessment and the strategies and theories relating to the process. Also the range of assessment strategies – especially on the subject specific assignments of English and mathematics
- **Marking Policy** – engage with the marking policy of the school reflecting when and how these should be implemented and how these relate to the feedback provided within children's books.
- **Assessment for and of Learning** – provide a complete understanding of the difference between assessment of and for learning and collect suitable evidence for Monitoring and Assessment File.
- **Marking** – explore the different ways to provide feedback for the children through written and verbal feedback across a range of subjects.
- **Follow up** marking by providing time for children to respond to written feedback as a means of progression
- **Statutory Assessment** – explore the documentation on the .gov.uk website relating to statutory assessment across the key stages and discuss with class teachers and assessment coordinator/managers how these are implemented within school

- b) make use of formative and summative assessment to secure pupils' progress

Strategies	<ul style="list-style-type: none"> • Consistently reflect on your own teaching- be honest with yourself, ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the correct outcome for the pupils? • Assessment for learning- consistently track pupils' progress, know the pupils' starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? • Teacher file/assessments and tracking - have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. For SEND pupils use/read/speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as to how to cater for these target groups and ensure you track and reflect upon their attainment. • Speak to the SENCO to ask advice about specific individuals- look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource. • Planning – include prior learning and prior assessments to teaching plans to provide a starting point for the assessment and learning • Statutory Assessment – explore how statutory assessment is used within placement schools and how this is utilised to inform planning and to ensure progression.
c) Use relevant data to monitor progress, set targets and plan subsequent lessons	
Strategies	<ul style="list-style-type: none"> • Evaluation- consistently ask pupils to reflect upon their own learning, then use this to inform your planning. • Mini plenaries (or pit stops)-Short snappy spot checks assessing pupil progress. Red/amber /green cards to check progress. 5 things learnt today, exit cards, and many more. Consider how will you record and use this snap shot for assessment. • Assessment for learning- consistently track pupils' progress, know the pupils starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? • Teacher file/assessments and tracking - have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. For SEND pupils use/read/speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as how to cater for these target groups and ensure you track and reflect upon their attainment. • Setting Targets – engage with the target setting process at the beginning of topics within curriculum subjects on a group and/or individual level, providing suitable points within the topic and lessons to engage with these targets • Children and Targets – children are aware of their own targets and are able to say why they have them and strategies they will use to reach them

	<ul style="list-style-type: none"> • Other ideas- <ul style="list-style-type: none"> -Peer evaluation; AfL -Response to marking and feedback by learners -Class environment promoting space for reflection -Journals and diaries -Learning Walls -Pupil awareness of development target, short term targets -Marking to success criteria; pupils select own success criteria - Daily/weekly time to respond to feedback -Individual time set aside every day/week to create space for meaningful dialogue with children
d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.	
Strategies	<ul style="list-style-type: none"> • Marking – marking is prompt, understandable and readable by the children, clearly relates to the learning objective and states the next steps which the children have to achieve • Positive feedback – verbal feedback is given throughout the lesson to all children including why and how to improve. • Marking Policy – the marking policy is consistently and accurately employed when marking books. • Verbal Feedback – feedback is clear and in child friendly speech and children can read it and understand it. • Good practice – discuss with mentor/class teacher and other teachers within the school how they mark and implement the marking policy. Discuss how they implement effective verbal feedback within their classrooms • Time for Feedback – ensure within planning that children have the opportunity to respond to feedback. Consider allowing them to write their response to the feedback within their books. • Good practice – explore the good practice within the school and reflect on how this could be implemented or enhance current practice. Listen and act on specific feedback relating to feedback.

TS2 in the Foundation Stage

In addition to the sections above, also consider...

- Recognise that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think critically.
- Observation - Consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities.
- Evidence pupil progress across all seven areas of learning and development and against the EYFS characteristics of effective learning.
- Encourage and value the different ways in which children may represent their experiences
- Exceeding expectations: where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum.
- Record keeping – consistently use the school’s systems (or develop your own) to record observations and track progress
- Working with families – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively.
- Make effective use of the school’s strategies in order to work within a team situation and maintain standards
- **Regularly review** children's engagement in provision areas for EYFS/Y1

Potential CPD Opportunities on SE

- Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher
- Observe other teachers
- Work with other children in different classes
- Ask for ongoing feedback from your class teacher/mentor
- Attend planning meetings
- Deepen your understanding of how Learning Objectives and Success Criteria and be used explicitly to focus and monitor progress – research
- Return to university session materials and recommended reading
- Find out how the school tracks and reports progress and makes use of national data
- Attend assessment / review /moderation meetings
- Check school policy
- Be proactive!

The Teachers' Standards: Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level

TS7. Manage behaviour effectively to ensure a good and safe learning environment

An Outstanding Trainee will:

- have very clear and consistent expectations for excellent behaviour and learning behaviours.
- be proactive in creating their own strategies and critically reflect on these.
- use of a wide range of positive behaviour management strategies throughout including imposing sanctions effectively, consistently and fairly as appropriate.
- keep pupils motivated and engaged throughout.
- act in accordance with the school's behaviour policy

Teachers' Standard sub headings:

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy**

Strategies	<ul style="list-style-type: none"> • Taking responsibility - take responsibility for and have the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; • Be encouraging - actively encourage pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation • Be assertive as required – show that you can effectively tackle bullying, including cyber and prejudice-based (including homophobic) bullying. • Clear expectations - establish expectations from the beginning of placement • Consistency - apply expectations at all times and in all situations • Be prepared - know how to approach specific bullying sensitively and in relation to the school's policy
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- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**

Strategies	<ul style="list-style-type: none"> • Sustain expectations - consistently sustain high expectations of behaviour. • Be aware of the school's policy - establish and maintain or apply the school's framework for discipline consistently and fairly, using a wide range of effective strategies. • Be creative - introduce and consistently use own systems in line with school's policy but with some creativity • Fairness - show fairness in implementing rewards and sanctions with an awareness of the needs of individual children and the appropriateness of rewards and sanctions • Refer to guidance from seminars - consider employing the 'ABC model' for children who have specific needs in terms of their behaviour in order to plan effectively
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- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them**

Strategies	<ul style="list-style-type: none"> • Inspire - consistently manage a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs. • Plan carefully - plan and deliver inspiring lessons which engage interest and encourage children to focus on learning • Encourage personal satisfaction - highlight the intrinsic rewards associated with good behaviour and learning • Access useful information - know which children have IEPs or profiles and implement these according to the school's expectations • High expectations Consider how TS7 links to TS1 in terms of motivating and inspiring learners • Reflection - Evaluate lessons carefully and discuss in your weekly reflective meetings.
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d) maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	
Strategies	<ul style="list-style-type: none"> • Relationships - consistently demonstrate effective professional relationships with pupils exercising appropriate authority; acts decisively when necessary. • Modelling - model positive communication and respect • Respect - demonstrate that all pupils are valued • Employ the voice of authority as required - maintain an appropriate teacher/pupil relationship which allows for an authoritative stance when required

TS7 in the Foundation Stage	
Strategies	<ul style="list-style-type: none"> • Consistency - clear and consistent expectations for excellent behaviour appropriate to Early Years practice. • Create your own strategies - proactive use of a range of positive behaviour management strategies, which promote emotional well-being and are developmentally appropriate. • Be positive - emphasis on positive behaviour management in all situations and communication with the children with good practice modelled • Teamwork - involve all adults in behaviour management strategies for consistency • Knowledge of the children – make a point of getting to know the individuals well and respond accordingly to their needs. This may mean some one-to-one time. • Be aware - awareness of all children in class time and accessing provision areas • Safeguarding responsibilities - mindful of safeguarding issues in relation to behaviour

Potential CPD Opportunities on SE	
<ul style="list-style-type: none"> • Observe other teachers e.g. make planned use of CPD time to see good practice • Observe children in different classes • Visit other schools • Speak to staff members • Ask for ongoing feedback from your class teacher/mentor in relation to your own progress • Check school behaviour policy • Research range of strategies through reading and refer to university modules • Be proactive and creative in finding ways to extend your knowledge and understanding of behaviour management in order to develop your skills. 	

**The Teachers' Standards:
Moving from "Good" to "Outstanding" and how to evidence them at an Outstanding Level
TS 8. Fulfil wider professional responsibilities**

An Outstanding Trainee will:

- 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.

Teachers' Standard sub headings:

a) **make a positive contribution to the wider life and ethos of the school**

Strategies

- **The school's wider life** - be consistently proactive and make a positive contribution to the wider life and ethos of the school. Volunteer for things and get involved.
- **Be proactive** – ask what you can help with e.g. extra-curricular activities, organisation of church services, collective worship, school plays, sports day, educational visits etc. Make yourself available in practical ways such as consistently supporting the class teacher with playground duties.

b) **develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support**

Strategies

- **Good relationships** – have professional relationships with colleagues which are consistently effective.
- **Communicate** - consistently and effectively consult with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. Ensure you communicate effectively with your TA both verbally and using the planning sheet.
- **Know the boundaries** – be friendly but recognise your place in the school and think about appropriate contact with your class teacher and/or mentor. Ask them what they are happy with in terms of weekend contact, phone, text or email etc
- **Use your initiative** - know when to seek help and when to make a decision. Remember that you are nearing the end of your training and you will soon have your own class.
- **CPD**- Ask if you can attend school CPD events and consider how you can use your own CPD time to access specialist support
- **Reflective weekly meetings** – Seek further feedback advice and support
- **Say thank you** – it's simple and will be well-received if you mean it.

c) **deploy support staff effectively**

Strategies

- **Other adults** - consistently and effectively deploy support staff to maximise the learning of all pupils.
- **Don't forget the TA** – other adults need to feel valued and you should talk to them and provide them with planning and expectations in good time, preferably at least the day before. Do not routinely place the TA with lower ability groups
- **During the lesson** – utilise other adults during the lesson as much as you can. Try to avoid times of passivity. They might be able to help you with your assessment for example.

	<ul style="list-style-type: none"> • Work together - Share planning in advance, involve support staff in planning and assessment and seek their contributions.
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
Strategies	<ul style="list-style-type: none"> • Personal responsibility - be consistently proactive in taking full responsibility for improving your own teaching through professional development. • Taking advice - effectively use the advice and guidance offered by colleagues to secure improvements in practice. • Be responsive – listen carefully and actively, take notes, resolve to address areas for development. • Plan CPD - seek opportunities to see good practice in areas you need to make progress in • Evaluate and reflect carefully and use the your reflective weekly meetings productively.
e) communicate effectively with parents with regard to pupils’ achievements and well-being.	
Strategies	<ul style="list-style-type: none"> • Parents - proactively and consistently communicate effectively with parents and carers about pupils’ achievements and well-being. Follow the school policy. • Talk to the parents and carers – make a point of going onto the playground or meeting parents at the door and speaking to them. • Seek out parents and carers - share good news about their children. Develop ways to communicate with parents through the use of newsletters and class blogs. Present opportunities for interaction with parents through possible show case events? • Parents’ Evening – if you have the opportunity, go along and join in • Written reports – offer your services or try writing a report but do not give this to a parent unless the class teacher or head teacher has seen it and allows it.

TS7 in the Foundation Stage	
Strategies	<ul style="list-style-type: none"> • Planning for adults – plan strategically for adults to promote very secure learning for all pupils. • Communication - excellent communication with colleagues, outside agencies, parents and carers. • Adult interventions support and develop thinking and learning very effectively. • Teamwork – be part of a strong team. Offer suggestions in team meetings as well as responding to other people’s ideas. • Show willing – offer to help in resourcing and setting up provision areas or supplying resources for others to use.

Potential CPD Opportunities on SE	
<ul style="list-style-type: none"> • Take opportunities to speak to staff members • Ask if there is anything extra you can do in your classroom or the wider life of the school • Be proactive and creative in finding ways to be helpful in order to develop your skills as a team member and potential leader with responsibilities and oversight of others. 	

