



The National Association of
School-Based Teacher Trainers

Training and Assessment Toolkit: A guide to accuracy in the assessment of student teachers

This revised guidance includes a range of materials to support ITT providers in securing accuracy in the assessment of student teachers. It includes resources to support tracking the progress of student teachers and the pupils they teach over time, grade descriptors and overview of assessment processes and expectations for student teachers. ITT partnerships may wish to adapt the materials to meet their particular needs. The most significant changes have been made to The Vision and to Sections 2, 4 and 6 as a direct result of feedback from a range of providers and a recent meeting of the original working group. The current [Initial teacher education inspection handbook](#) has also been checked to ensure that the following guidance continues to be fully compatible with current Ofsted inspections of ITE partnerships.

Third Edition, December 2017

Please note that parts of this toolkit have been adapted or changed to meet the needs of the York St John University Primary Partnership.

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Please note: ITEIH is used throughout in place of *Initial teacher education inspection handbook*. words in italics are taken directly from the Handbook.

The Vision: Putting the pupil and the student teacher at the heart of teacher education and training

Preparing student teachers to become outstanding teachers through inspiring training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise

Partnerships should work with student teachers from the point of interview in order to realise the student teachers' potential in becoming good and outstanding teachers as seen through the lens of the progress that pupils make. All student teachers are expected to make a positive contribution to pupils' learning from the beginning of their programme; through this the pupil, and expectations for learning and development, are central to the training programme. Student teachers have the opportunity to train in a variety of exciting, challenging and innovative schools across a partnership, learning first-hand from experienced teachers and trainers. An holistic training programme puts the well-being of the student teachers and the pupils they teach at its heart. The training programme should be seen as the first part of the teachers' professional development and partnerships should be committed to ensuring a smooth and successful transition to NQT induction.*

Ensuring that student teachers have an even greater impact on pupil progress

This guidance provides a progression framework for all members of the partnership to actively use to evaluate the quality of student teachers' teaching through its impact on pupil learning and progress. Additionally, it provides all members of the partnership with a shared understanding of the expectations required of student teachers which, in turn, promotes greater consistency. The careful application of the assessment criteria (which follows in Sections 9 and 10) affords the opportunity to instil rigour and accuracy in the recording of student teachers' progress towards becoming outstanding teachers. This guidance also outlines a range of resources needed to support both student teachers and their tutors/mentors in recording progress and supporting achievement. This guidance is intended to:

- promote student teachers' ability to articulate their progress via their impact on pupils' learning over time;
- promote a shared understanding of the expectations for student teachers and for the impact of their teaching on pupil progress and learning over time;
- secure the accuracy and consistency of judgements;
- support the effective tracking of student teachers' progress against the Teachers' Standards;
- promote a shared language for discussing the progress and professional development of student teachers;
- promote the setting of challenging short and longer term developmental targets to support student teachers' progress.

This guidance provides a framework for assessment. It has been written so that partnerships can adapt key elements, in line with the principles highlighted in Section 1 to suit the contexts in which they are working.

Roles and responsibilities of those in the partnership are outlined in the York St John University Primary Partnership Agreement .

1. Assessing student teachers: important considerations

- A. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of children/pupils/learners.* (ITEIH, Paragraph 128)
- B. When assessing the quality of primary and secondary student teachers' teaching over time, reference should be made *to the Teachers' Standards in full* (ITEIH, Paragraph 129). The bulleted sub-headings should be used to:
- track progress against the Teachers' Standards;
 - determine areas for additional development;
 - identify strengths which indicate excellent practice;
 - enable the identification of aspects of, for example, outstanding practice for 'Good' (grade 2) student teachers and good practice for student teachers with 'Requires improvement' (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards.
- C. 'The standards need to be applied as appropriate to the role and context within which a student teacher or teacher is practising. Providers of initial teacher training (ITT) should assess student teachers against the standards in a way that is consistent with what could reasonably be expected of a student teacher prior to the award of QTS.' (Teachers' Standards, Paragraph 6)
- D. Student teachers' teaching over time should be assessed holistically focusing on:
- the impact they have on the progress and learning over time of the pupils for which they are responsible;
 - the context and content of their teaching, over sequences of lessons;
 - **attainment against the Teachers' Standards should be judged through the impact on pupil progress over time and not through individual lessons.**
- When making judgements, the full range of evidence should be utilised, including planning, discussions with student teachers and pupils, pupils' responses in lessons and in their work books, the quality and impact of student teachers' marking and feedback, student teachers' assessment and planning records and evidence of their own and their pupils' progress and learning over time.
- E. Assessment **must** be informed by evidenced, professional judgements which are accurate and rigorous.
- F. **It is essential that all grades, comments (regarding student teacher and pupil progress and learning) and targets align with the grade descriptors for the grade being awarded. The interrelationship of the Teachers' Standards means that weaknesses in any one Standard are likely to impact on the progress that pupils make.**

- G.** All student teachers **must** be prepared in accordance with C2.2 of the 'ITT criteria supporting advice', February 2017: "Training must enable student teachers to acquire the knowledge and skills they need to teach within the phase [**and full ability range**] for which they are training. Typically, primary training will take place across the 3-7, 5-11, or 7-11 age ranges. For middle, training typically will take place across the 7-14 age range, and for secondary, training typically will take place across the 11-16, 11-18, or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years. ... Providers must ensure that student teachers are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges."

Assessing student teachers: key considerations summary

- Student teachers should be assessed against the Teachers' Standards in **full** (as a whole);
- Assessment must be informed by the full range of evidence **beyond teaching observations**
- How well student teachers teach should be assessed by the **impact on pupils' progress and learning over time**: this needs to be embedded into all processes, including written/verbal feedback and partnership documentation;
- Progress "over time" raises the significance of ensuring **well-timed review points** throughout training;
- All grades, comments and targets should correlate based on the four point scale;
- Part 2 of the Teachers' Standards should be judged as being of consistently high quality; safeguarding and knowledge of the Prevent Strategy need to be referenced;
- Any student teacher assessed as 'Requires improvement' (grade 3) overall meets the minimum expectations of the Teachers' Standards (i.e. the pass requirements for the award of QTS), and **should be recommended for QTS**;
- Robust evidence of accuracy: moderation and QA processes must be clearly articulated in partnership documentation.

2. Grading rationale

This grading rationale references the Ofsted criteria for judging the quality of outcomes for student teachers as set out in the ITEIH. The words in italics are taken directly from the Handbook. The remaining text is presented as a practical interpretation of the criteria for individual student teacher's assessment linked to the bulleted sub-headings for each Standard.

The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing student teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a student teacher is already demonstrating excellent practice relevant to that standard. (Teachers' Standards, referenced ITEIH, paragraph 132)

It is **essential** that all involved in the assessment process, including student teachers, fully understand and can explain how the relevant partnership assessment guidance and criteria are applied to ensure accuracy and consistency. It is also critical that those assessing student teachers use their professional judgement when making and agreeing holistic, 'best fit' decisions focusing on the quality of the student teachers' teaching overall.

Final judgements should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of the grading for each Standard to ensure direct alignment between all grades awarded, the quality of student teachers' teaching overall and its impact on pupil progress.

All borderline cases must be reviewed taking into account all relevant evidence and with additional moderation as required.

Please note: The Ofsted criteria are as described in the ITEIH; inspectors follow a best fit descriptor for grades 1, 2 and 3 and an 'any one descriptor' for inadequate utilising their professional judgement. Providers must be aware that inspectors will only use the ITEIH and will not reference any other guidance that stakeholders, including NASBTT, may publish. In an inspection, Ofsted will focus on the consistency of the application of the assessment criteria being used across the partnership.

Outstanding (grade 1)

Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.

All primary and secondary student teachers awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Student teachers demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct.

For a student teacher's final grading to be 1, pupil progress and learning over time must be **good or better than expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

- a minimum of five Standards graded 1 overall
- **or**
- four Standards graded 1 overall but other Standards would also require grade 1 features;
- all other Standards graded 2;
- no grade 3 or 4 for any Standard.

Good (grade 2)

Much of the quality of student teachers' teaching over time is good; some is outstanding.

All primary and secondary student teachers awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Student teachers demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct.

For a student teacher's final grading to be 2, pupil progress and learning over time must be **at least as expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.*

- at least five Standards graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features;
- no grade 4 for any Standard.

* Careful consideration must be given where all of the student teacher's teaching is grade 2 but he/she has few/no grade 1 aspects; he/she is likely to be grade 2 overall.

Requires improvement (grade 3)

The quality of student teachers' teaching over time requires improvement as it is not yet good.

All primary and secondary student teachers awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.

For a student teacher's final grading to be 3, pupil progress and learning over time is **not always as expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

- most Standards graded 3 overall;
- no grade 4 for any Standard.

A student teacher can be judged to have exceed(ed) the minimum if he/she has evidenced features of good practice in some aspects of the Teachers' Standards with no grade 4s.

Any student teacher in this category (grade 3) needs to be considered as a cause for concern as early as possible. As soon as a student teacher deemed likely to attain a grade three final outcome is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term learner-focused developmental targets for the student teacher, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. The intervention to secure progress to grade 2 (good) may continue beyond the end of the initial training programme and into the NQT year. **Additional moderation and rigorous documentation are essential.**

Inadequate (grade 4)

The quality of student teachers' teaching over time is weak – such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress

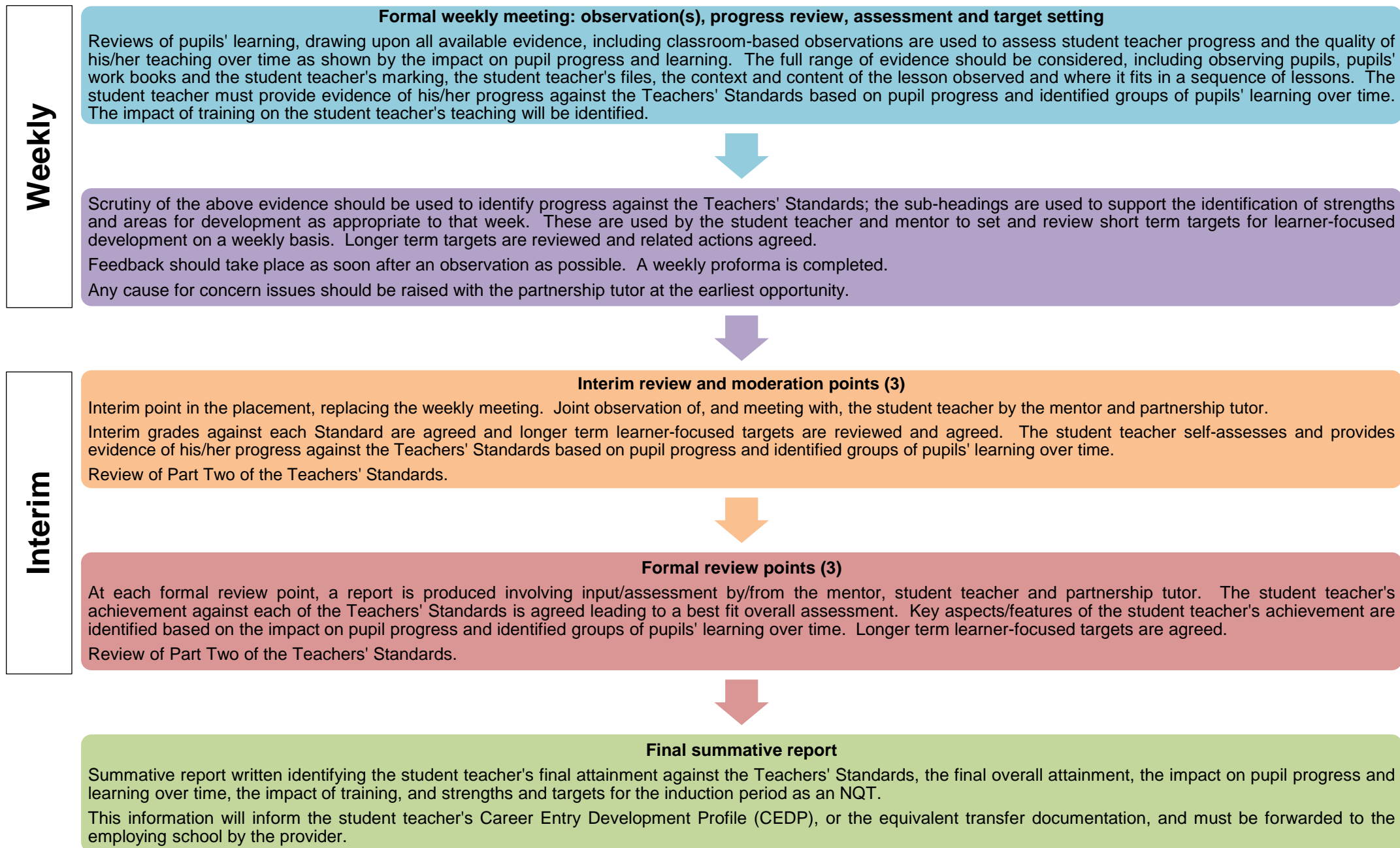
Student teachers fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.*

* The words 'awarded QTS' which appear in the ITEIH have been removed in an attempt to avoid confusion.

As soon as a potential grade 4 student teacher is identified, the provider's cause for concern procedures should be instigated. The relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term learner-focused targets for the student teacher, should be agreed as part of the provider's cause for concern procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. **Additional moderation and rigorous documentation are essential.**

Reminder: the student teacher must not be awarded QTS or progress to the NQT year.

3. Annual assessment process at a glance: an example



4. Expected outcomes and progress through training

A. Programme outcomes

It is the **expectation** of a training programme that:

- all student teachers will attain at least Good (grade 2) and the majority will be Outstanding (grade 1);
- for any student teacher whose attainment is judged as Requires Improvement (grade 3) , further support structures are in place.

B. Assessing progress through training

- Student teachers will be formally assessed at six spaced review points leading to the assessment of the student teachers' final attainment. Three of the six reviews are summative and likely to occur at the end of placements.
- From the outset, student teachers will be assessed against the Teachers' Standards 'in a way that is consistent with what could reasonably be expected of a student teacher prior to the award of QTS' ('Teachers' Standards', Paragraph 6).
- At each formal review point, grades will be agreed for either the review point or for the final attainment.
- A single set of criteria is used across the whole training programme; it is to be expected that a significant number of student teachers will, at the first review point, 'Require improvement' as they are at the beginning of their training and teaching. Student teachers need to understand these expectations and the significant achievement they will have made in securing the minimum level of practice by the first review point. Tutors and mentors will need to identify what is needed to ensure progress between each review point through target setting and agreeing individual training plans.

The profile of the student teachers will develop as follows:

By the end of the **first formal review** point, in the age phase they have taught:

- it is *anticipated* that all student teachers will *meet the minimum level of practice expected*;
- for any student teachers struggling to *meet the minimum level* at this stage, consideration should be given as to whether the provider's cause for concern procedure should be instigated or whether there is mentor/tutor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
- a significant number of student teachers will 'Require improvement' through targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil progress over time is not always as expected. This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;

- for some student teachers, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for a small number of student teachers, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the end of the **second formal review** point, in the age phase they have taught:

- it is *expected* that all student teachers will *meet the minimum level of practice expected*;
- if any student teachers are still struggling to *meet the minimum level*, they should be placed on the provider's cause for concern procedure if this has not already been actioned (see Section 8);
- a small number of student teachers may 'Require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching *is not yet good* and the impact on pupil progress over time is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the majority of student teachers, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for all other student teachers, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the **end of the programme (final and summative reports)**:

- it is expected that all student teachers will *exceed the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS);
- regardless of the grade achieved, it is an expectation of the Partnership that all student teachers are provided with focused targets for their NQT year
- In addition, YSJU offers a comprehensive post-training NQT strategy and CPD offering

5. Accuracy in grading: the alignment of grades, progress, comments and targets

In assessing student teachers, it is essential that the developing quality of student teachers' teaching and how this is shown through their impact on pupil progress and learning over time is fully captured in both grades and comments. It is essential that there is a clear alignment across:

- the overall grade awarded;
- the grades awarded for individual Standards;
- related commentaries;
- appropriate developmental targets – these should be precise and subject-specific; *
- the tracking of progress.

At the formal weekly meeting, mentors and student teachers need to take this alignment into consideration when completing the review of progress and assessment. When preparing reports at review points, it is important that partnership tutors and mentors, together with student teachers, write and then scrutinise the reports to ensure that there is clear evidence of:

- pupil progress and learning over time informing the overall grade;
- the actual quality of the student teachers' teaching over time informing the overall grade;
- the grading of individual Standards informing the overall grade;
- the comments and related targets* corresponding to the evidence and the overall grading;
- the accurate use of the grade descriptors and the language used therein;
- the interim and summative reports clearly building on the student teachers' developing profile as evidenced in the above and through tracking.

* See Section 7 for further guidance.

6. Guidance for the weekly meetings: reviewing progress and assessment

On a weekly basis whilst in school, student teachers must be observed teaching and have a formal weekly review meeting with their mentor and, as appropriate, their partnership tutor at review points. This will feature discussion about the student teachers' and pupils' well-being and be a celebration of successes and classroom highlights based on fostering pupil curiosity and the love of learning. **Student teachers must bring evidence of their progress and the progress and learning of the pupils they teach for discussion and review.**

The following need to be considered when evaluating the quality of student teachers' teaching over time and its impact:

- the context and content of the sessions/lessons; where they fit within a sequence of lessons;
- the contribution of student teachers' teaching to the learning of the pupils and the progress they make over time:
 - **good or better than expected pupil progress over time = grade 1;**
 - **at least expected pupil progress over time = grade 2;**
 - **pupil progress over time is not always as expected = grade 3;**
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the student teachers' marking, the student teachers' assessment records and annotated planning; student teachers' strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how they can improve. It is critical to avoid an atomistic approach. Discussions should focus on the quality of the student teachers' teaching and its impact on pupils' progress and learning over time. The features/aspects of the student teachers' teaching which supports this progress or which needs to be developed to support further progress will, in turn, inform the assessment against each of the Teachers' Standards.

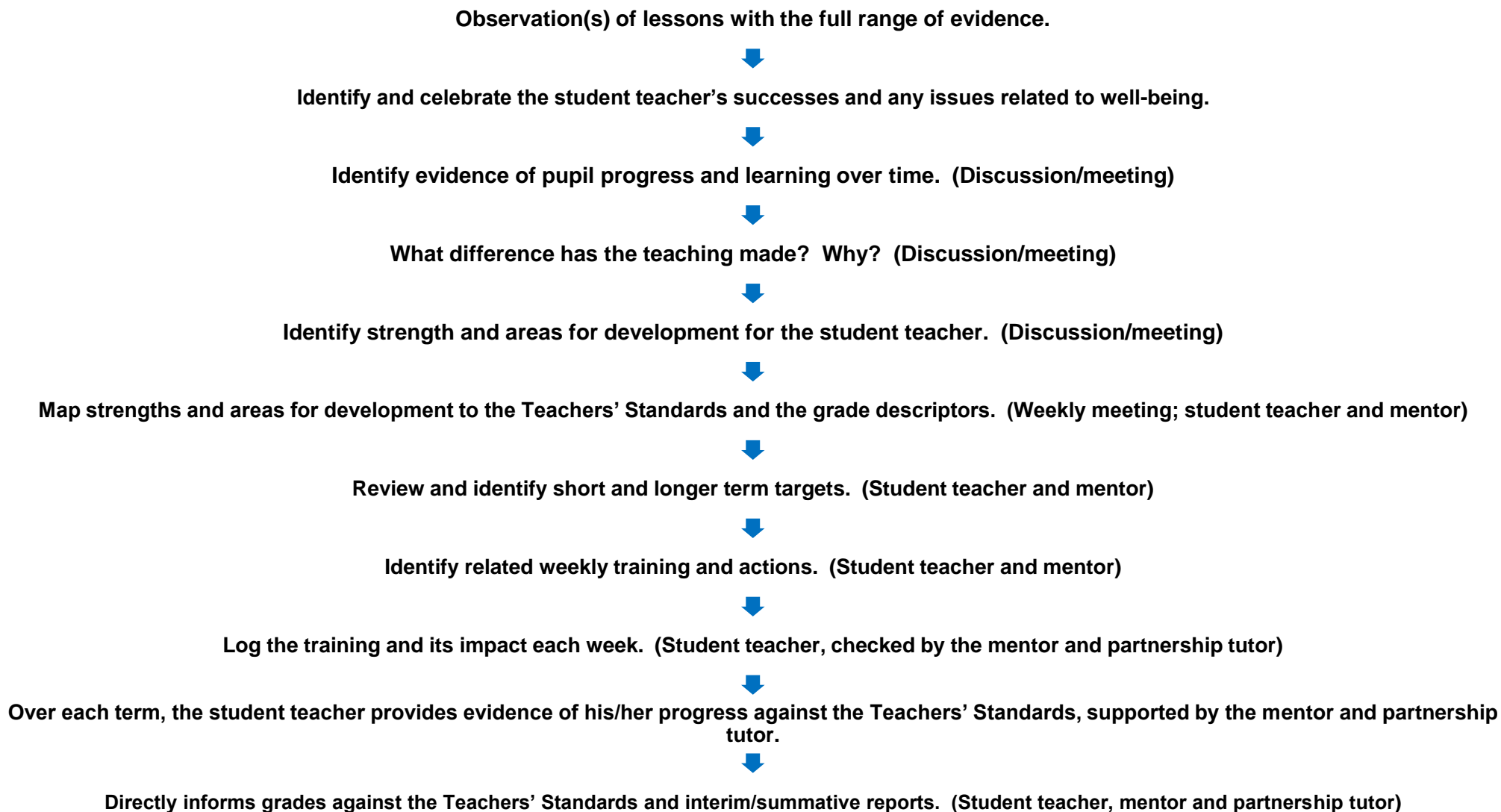
Each weekly meeting should also include:

- monitoring of impact and progress;
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by the student teacher and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose and, as appropriate, subject specific. Targets should be written using the language of the Standards and grade descriptors (see Section 7 for further guidance);
- identifying evidence of progress;
- agreeing and recording related training and actions;
- agreeing and recording the impact of the training on the student teachers' teaching and, consequently, on pupil progress and learning over time.

The student teacher should always bring their teaching file and standards file (containing their profile document) to the weekly mentor meeting as this will contain much of the evidence needed to support the meeting. The student teacher is responsible for completing weekly their Reflective Learning Journal and record of weekly meeting sheets and should share these with the mentor to check they are a true reflection of the meeting and targets set etc. It is strongly recommended that this should be done quickly and briefly during, or at the end of, the mentor meeting. It is not intended to be an onerous additional task.

From observing to reporting

The diagram below sets out the process of assessing and **supporting** student teachers' progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, and the impact of student teachers' teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and summative reports. Student teachers, mentors and partnership tutors all have significant roles.



7. Target setting and achieving targets

Central to the student teachers' progress is the accurate identification and achievement of learner-focused developmental targets.

Developmental targets need to be agreed and:

- specifically address improving the quality of the student teachers' teaching and pupils' learning over time;
- include clear statements of:
 - what the student teacher needs to do to improve and make progress;
 - what support is required to help student teachers achieve the target (this could include co-planning, team teaching, etc.);
 - a workable time frame;
- have success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour, etc., and the quality of the student teachers' teaching;
- be numbered with the relevant Teachers' Standards (or sub-headings thereof).

Targets for student teachers can arise from:

- lesson observations, evidence of pupils' progress and learning, and weekly review meetings: short term and more immediate targets;
- interim and formal/summative review points: longer term targets;
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

Targets should be recorded with reference to the well-established SMART guidance below.

Targets	<p>Specific (precise), Measurable, Achievable, Realistic and Time-constrained targets will enable the student teacher to:</p> <ul style="list-style-type: none"> • build on his/her identified strengths; • support his/her impact on pupil progress and learning over time; • achieve the Teachers' Standards. <p>Targets should be subject-specific where appropriate. Targets should be written using the language of the Teachers' Standards and the grade descriptors.</p>
Success criteria	What will be demonstrated and how when the target is achieved? What will the difference be in terms of pupil learning or progress?
Target specific training and actions	<p>Actions that the student teacher and others need to take in order for the student teacher to achieve the target. Actions must be realistic and achievable within the resources available. Consideration must be given to the level of available support.</p>
Resources	Resources required to support the student teacher, including the time that will be allocated for development opportunities. For example, teacher modelling, focussed observations, visits/targeted support from lead practitioners, etc.
Target dates	<p>Target dates for achieving the target which are realistic and manageable. Target dates can relate to the student teacher's current school, an alternative school placement or, possibly, the employing school (or setting) for NQT induction depending on the timing of the target.</p>
Review of dates	When progress will next be evaluated; this is usually the date of the next weekly review meeting.

Things to consider when setting targets

Specific (precise)	Be clear about what you want the student teacher to achieve and why; for example, impact on pupil progress and learning over time, subject knowledge development, etc. (linked to the relevant Teachers' Standards and grade descriptors).
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the student teacher can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the student teacher may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement.

Additional guidance on lesson appraisals and SMART target setting

- Lesson appraisals form part of a record of the student teachers professional development
- These can be handwritten or typed
- Student teachers should have one formal lesson appraisal per week followed by professional dialogue on strengths/areas for development.
- The write-up may focus on one particular area, for example behaviour management, a specific standard OR they may reflect a more general appraisal
- The appraisal can take the form of narrative or bullet points linked to the standards
- If the appraisal is to focus on a specific area or standard this should be negotiated prior to the lesson (for example it may have come out of discussion at a prior mentor meeting)
- Targets set must be related to standards and strategies for achieving the targets should be discussed.
- Targets from lesson appraisals should be on the target tracking sheet to ensure development/ progress.
- The appraisal must cover an evaluation of pupil learning and progress made within the lesson (and over a sequence of lessons if appropriate) and this should inform the final grade for the lesson.

Grading a lesson

Individual lessons **SHOULD NOT** be graded as the focus should be on a weekly grade agreed at the weekly mentor meeting that indicates progress made over time.

It might be useful to consider some key indicators and discuss these as part of the lesson appraisal feedback, such as follows:

- **Did the lesson meet the learning needs of all the pupils? TS1, TS2, TS3, TS4, TS5**
(Discussion points: quality of planning / prior learning / pace / challenge / support / appropriate differentiated activities / resources)
- **What was the impact on pupil learning and progress? TS1, TS2, TS3, TS5, TS6**
(Discussion points: What did the pupils learn? Progress made? Evidence? Measuring and recording progress/impact?)
- **How well did you manage behaviour for learning and the learning environment? TS1, TS2, TS4, TS7, TS8**
(Discussion points: behaviour management/preparation and quality of resources/classroom organisation including use of other adults).
- **What will you do next in light of your evaluation and review of this lesson? TS2, TS3, TS4, TS5, TS6, TS8**
(Discussion points: Reflection on the lesson. Next steps, taking into account planning and organisation to ensure further progress is made?)
- **How could you further improve and develop your practice? : TS3, TS8**
(Discussion points: How did this lesson and your practice since your last appraisal demonstrate your growing understanding of how pupils learn and your role in supporting this? N.B. This part of the discussion should be linked to your reflective journal and should inform your next targets)

KEY INDICATOR – IMPACT ON PUPIL LEARNING AND PROGRESS			
1 - Outstanding	2 - Good	3 - Requires improvement to become ‘good’	4 - Below standard
Pupil progress and learning must be good or better than expected	Pupil progress and learning must be at least as expected	Pupil progress and learning is not always as expected	The quality of student teacher’s teaching is weak such as that it contributes to inadequate pupil progress

Additional Guidance on the Post appraisal reflective discussion with student teachers

The following examples of good practice have been distilled from a variety of sources, including previous mentors’ meetings. They are not meant to be prescriptive or exhaustive, but may be helpful, particularly to new mentors.

1. Arrange a quiet and private place for feedback with a suitable amount of time available.
2. Positive manner – eye contact, body language, smile.
3. Start by thanking the student teacher, and finding something to praise.
4. Don’t just read through your notes.
5. Start with open-ended general questions, e.g. “How did you think it went?” and “What would you keep or change if you could do the lesson again?”
6. Keep questions open-ended, e.g. “I’m not sure why you did this the way you did. Can you explain?” or “How did you feel the learners coped with the listening activity?”
7. If the student teacher is very self-critical, make him/her find a strong point, e.g. “What was good about your classroom management?”
8. Stick to fact rather than opinion, drawing as much as possible on learners’ reactions, e.g. “They could not do the role-play very well – what do you think was the problem?” “How could you change it?”
9. Let the student teachers “self-assess” as much as possible – be a listener.
10. Reference comments to the QTS Standards when giving structured feedback as you will wish to write the student teachers’ progress reviews against them.
11. When offering alternative approaches, give the student teacher choices, e.g. “Instead of that, you could have done either X or Y – which might be better?” Avoid comments such as “I would have done it this way”.
12. Refer student teachers to lessons/techniques/strategies they have seen you or other people adopt. Ask how the next lesson might look, i.e. look back and ahead.

13. Allow the student teacher some freedom to develop his/her own teaching style without imposing your own.
14. Make student teachers conscious of learners' learning as well as of their own teaching. Ask the student teacher to identify the part(s) of the lesson where most learning occurred.
15. Offer some targets for progress. Link to standards.
16. Ensure the student teacher takes a few notes for further reflection later. Make sure the student teacher completes a lesson evaluation after the debriefing session. Ask to see what she/he has written.
17. Don't expect the student teacher to be perfect – admit to some of your own shortcomings, and if you learn a good idea from a student teacher then say so, e.g. "I like the idea of..."
18. Correct errors or gaps in student teachers' subject knowledge sensitively. Direct them to further reading / sources where appropriate.
19. Encourage student teacher to ask you questions.
20. Be honest, but also sensitive to student teachers' feelings and their self-confidence.

Examples of key things to consider when setting targets following lesson appraisals:

- Is each target SMART ?
- Does the student teacher have a clear understanding of why this is a target and why they need to develop this area?
- Has there been a discussion on the types of **strategies** that would support the student teacher in meeting each target?
- Does the student teacher know how to achieve the target?
- Is support needed for the student teacher to support the target?
- When will the target be reviewed to establish the extent of progress made with this area?

Shared Lesson Appraisals

Shared lesson appraisals for quality assurance purposes take place between the university link tutor and mentor in order to share and develop practice in relation to the teaching standards.

Shared appraisals take the following format:

- Shared observation of student teacher between the university link tutor and school mentor using the DfE Teachers' Standards 2012.
- Both the university link tutor and subject mentor make notes on the lesson observed in relation to the standards.
- After the lesson the university tutor and subject mentor tutor meet to discuss the observation and targets for development (10-15 minutes).
- **Feedback based on the standards for QTS is given to the student teacher by the mentor and targets for development are set.** It is important that the feedback is given to the student teacher in a room which is conducive to such professional discussions taking place. The university link tutor is present in a supporting role/quality assurance role.
- The student teacher or mentor will write up the record of reflective discussion based on the discussion with the mentor and notes taken and will send this to the mentor to ensure it accurately reflects what was discussed. This lesson appraisal provides part of the evidence for discussion at the weekly mentor meeting.

Guidance for student teachers on the shared lesson appraisal

- Be thoroughly prepared for the lesson.
- Ensure all resources are prepared in advance.
- Ensure you have a pack of all appraisal materials ready for both the link tutor and your mentor – this should include copies of your lesson plan, PPT presentation (if using one), resources to be used, plus any information such as IEP's and those on the gifted and talented register etc.
- When your link tutor and mentor meet together to discuss the lesson use the time usefully to reflect on what you think went well and what you think you could have done differently. Think in particular about the level of pupil progress made. Using this time to reflect will support the lesson appraisal feedback when you are called in to join your mentor and link tutor. You will be expected to contribute to this discussion.
- In the lesson appraisal feedback listen to the positives as well as the areas highlighted to develop. Don't just focus on negatives!
- Remember the process is to support you in making further progress so that you are better equipped to support pupil learning!

Ideas for mentors to support student teachers who are demonstrating unsatisfactory performance

- Analyse what has gone wrong.
- Go back to basics/revisit areas from earlier in the placement.
- Planning issues – refer to the 'Planning and Assessment Guidance' document.
- Encourage observations of good lessons.
- Observe a group that they are experiencing difficulties with in different lessons.
- Focus observation – i.e. behaviour management.

- Student teacher works with mentor to jointly plan a lesson and team teach.
- Write down targets for success to make clear what student teacher needs to do, identify areas which will indicate success, time for review of targets identified (SMART targets).
- Copy of targets/minutes of meetings given to student teacher and copy sent to the mentor and link tutor.
- Demonstrate that we are here to support.

Ideas for helping a very good student teacher who is ‘plateauing’

We need to demonstrate that student teachers continue to make demonstrable progress. Student teachers, even or especially ones who have been progressing well may dip at a later point in the placement. Target this, talk about it with the student teacher if you see it happen and plan, together, a series of activities or training activities which will launch them into the next level of achievement and re-motivate them. Some examples are listed below.

- Are they teaching too safely? Suggest more risky strategies.
- Have they taught any whole class lessons using IT recently?
- Have they organised and run a visit?
- Have they taught using drama and role play?
- Is the student teacher really excited by something e.g. working with challenging pupils? Their subject for the gifted and talented or EAL teaching? Give them opportunities to work in these areas.
- Does the student teacher really know how to work with individual differences in their planning, teaching, classroom management and assessment? This is often the moment for student teachers to go back to square one on planning.
- How as a nearly qualified teacher, do they really want their professional planning to look?
- Do they really effectively employ a long-term view of a scheme of work to help them get an overview for individual lesson planning?
- Connected to that, is assessment. Do they really know whether students are making demonstrable progress in their lessons? Are they setting high enough expectations for all pupils?
- Set the student teacher a research challenge,
- Check their questioning technique. If it's appropriate set a training activity e.g. to ask 80% of the class at least one question during a lesson (and ask equal numbers of boys/girls).
- Challenge their resource making. Is the layout, language level, use of ICT in worksheets, for instance, really as good as it could be? What about the sort of questions asked? Are they all closed questions? Do they stretch all pupils whatever their abilities?
- With any of these activities, don't forget to debrief them and use the information to set new targets and training activities.

8. Cause for concern procedure

A cause for concern is intended to be a developmental and supportive process.

A cause for concern will be issued when:

- the student teacher's teaching, for any reason, is not developing as expected; for example, if a student teacher 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a student teacher struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching);
- a student teacher fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct).
- the student teacher has not received the necessary support from the placement school at which point the partnership will intervene.

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the student teacher's teaching and be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards referencing the grade descriptors.

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring.

Targets

- Targets for improvement must be explicitly linked to areas of concern in the student teacher's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.
- Targets will require agreed actions for both the student teacher and all those working with him/her in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues, the grades given and the targets set.

A suggested typical cause for concern process is shown on the next page. The three parts of the cause for concern procedure should include a statement of concern, targets for improvement and related training and actions.

The YSJU Primary Partnership 'Requiring Improvement :Action plan procedures' are clearly outlined in the document 'Dealing with school placement problems'

9. Teachers' Standards, Part One: Teaching grade descriptors – guidance notes

The quality of student teachers' teaching over time will be judged by the impact on the progress and learning of pupils. **Student teachers' teaching needs to be assessed holistically through consideration of all aspects of their teaching overall with full reference to the Teachers' Standards.**

The Teachers' Standards and the sub-headings have been set out with grade descriptors which reference closely the Ofsted criteria for assessing outcomes for student teachers in the ITEIH.

The grade descriptors have an essential role in ensuring and monitoring the accuracy and consistency of judgements of student teachers' progress, achievement and final attainment, and provide a shared language to discuss student teachers' progress through their training programme and into their NQT year.

The grade descriptors are intended to enable student teachers and their mentors to:

- discuss and track the student teachers' progress over time against the Teachers' Standards and their sub-headings at weekly meetings;
- adhere to the language for target setting (see Section 7 for further guidance);
- make informed judgements at review points;
- secure accurate formative and summative assessment at review points when mapping progress against all of the Teachers' Standards;
- support the rigorous use of evidence;
- provide a formal mechanism for recording student teachers' progress.

Using the grade descriptors

Weekly meetings should:

- identify evidence of pupil progress and learning over time using the full range of evidence, including lesson observations;
- discuss what differences the student teachers' teaching has made and why;
- identify areas of strength and areas for development for the student teachers;
- map student teachers' progress to the Teachers' Standards and the grade descriptors;
- review and identify short and longer term developmental targets to improve the quality of the student teachers' teaching and the impact they have on pupils' progress and learning over time.

Student teachers should bring evidence of their progress and of their impact on pupils' progress and learning for discussion and review at these meetings.

Interim, half-term, review points should:

- review and record overall progress against the Teachers' Standards and grade descriptors in full;
- identify achievement and set targets.

Review points (end of placement) should:

- review and record overall progress against the Teachers' Standards and grade descriptors in full;
- identify achievement and set targets.

End of programme should:

- support the identification of strengths and areas for development in order to ensure a smooth transition from the training programme into the NQT year and induction.

10. Teachers' Standards, Part One: Teaching grade descriptors

Please note: Words in italics are directly from the ITEIH; column headings reproduce the overall outcome criterion.

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.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
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.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.
B set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> • Consistently sets goals that stretch, <i>challenge and motivate pupils.</i> • <i>use effective strategies to support the learning and progress of underperforming groups.</i> 	<ul style="list-style-type: none"> • Sets goals that stretch, <i>challenge and motivate pupils.</i> • <i>use strategies to support the learning and progress of underperforming groups.</i> 	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
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.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to 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.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
A be accountable for pupils' attainment, progress and outcomes	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
B be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> • Has a detailed understanding of the pupils' capabilities and their prior knowledge. • <i>demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.</i> 	<ul style="list-style-type: none"> • Has a good understanding of the pupils' capabilities and their prior knowledge. • <i>assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.</i> 	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.
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.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.
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.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
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.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to 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, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)
- if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
A have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> • Consistently <i>teach exceptionally well, demonstrating:</i> <ul style="list-style-type: none"> - <i>strong subject and curriculum knowledge;</i> - <i>phase expertise.</i> • Is confident to <i>work within the current and new curriculum.</i> • Demonstrates the ability to address misunderstandings and maintain pupils' interest. 	<ul style="list-style-type: none"> • <i>teach well, demonstrating:</i> <ul style="list-style-type: none"> - <i>good subject and curriculum knowledge;</i> - <i>phase expertise.</i> • <i>Works within the current and new curriculum arrangements.</i> • Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest. 	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.
B demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> • Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. • Consistently and effectively promotes the value of scholarship. 	<ul style="list-style-type: none"> • Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. • Much of the time promotes the value of scholarship. 	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
C 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	<ul style="list-style-type: none"> Consistently demonstrates a thorough understanding of how to teach reading, writing, communication ... effectively to enhance the progress of pupils they teach. Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist. 	<ul style="list-style-type: none"> Demonstrates a good understanding of how to develop the reading, writing, communication ... skills of the pupils they teach. Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist subject. 	Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.	Is unable to 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.
D if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)	<ul style="list-style-type: none"> Student teacher can teach early reading, systematic synthetic phonics, communication and language development ... confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. 	<ul style="list-style-type: none"> Student teacher can teach early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading. 	Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
E if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary) * The current 'ITEIH' frequently replaces 'early' with 'primary'.	<ul style="list-style-type: none"> • Student teacher can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress. • Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. 	<ul style="list-style-type: none"> • Student teacher can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress. • Demonstrates a good understanding of strategies for the teaching of early mathematics. 	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, 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).

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers’ teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers’ teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers’ teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
A impart knowledge and develop understanding through effective use of lesson time	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.
B promote a love of learning and children’s intellectual curiosity	Consistently and effectively promotes a love of learning and children’s intellectual curiosity.	Much of the time promotes a love of learning and children’s intellectual curiosity.	Is able to promote a love of learning and children’s intellectual curiosity.	Is unable to promote a love of learning and children’s intellectual curiosity.
C set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
D reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> • Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). • Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. 	<ul style="list-style-type: none"> • Is systematically able to reflect in order <i>to improve their practice</i>. • Is able to judge the effectiveness of their lessons and impact on all groups of pupils. 	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.
E contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to 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.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
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.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when and how to differentiate appropriately.
B have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<i>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i>	<i>Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i>	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
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	Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.	Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
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.	<ul style="list-style-type: none"> 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 <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i> Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. 	<ul style="list-style-type: none"> Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i> Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. 	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.	Does not 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 is not 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.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
A know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<i>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</i>	<i>Assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</i>	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
B make use of formative and summative assessment to secure pupils' progress	Consistently and effectively uses formative, <i>continuous assessment and summative tests</i> to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, <i>continuous assessment and summative tests</i> to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
C use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. • Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. 	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
D give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. 	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not 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 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, exercising appropriate authority, and act decisively when necessary.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
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	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> • takes responsibility for and has <i>the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning</i>; • actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation; • can effectively <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i> 	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> • takes responsibility for and is able to <i>promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment; • encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; • is able to <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i> 	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
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	<ul style="list-style-type: none"> • Consistently sustains high expectations of behaviour. • Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies. 	<ul style="list-style-type: none"> • Sustains high expectations of behaviour. • Establishes and maintains or applies the school's framework for discipline, using a range of strategies. 	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.

Standard sub-headings	Outstanding (1): <i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	Inadequate (4): <i>Student teachers fail to meet the minimum level of practice.</i>
C manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.
D maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or 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.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of student teachers' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of student teachers' teaching over time is good; some is outstanding.</i>	<i>The quality of student teachers' teaching over time requires improvement as it is not yet good.</i> Student teachers need targeted advice to be good.	<i>Student teachers fail to meet the minimum level of practice.</i>
A make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.
B develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<ul style="list-style-type: none"> • Professional relationships with colleagues are consistently effective. • Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. 	<ul style="list-style-type: none"> • Professional relationships with colleagues are good. • Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. 	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.
C deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.	Is able to deploy support staff effectively.	Is unable to deploy support staff.
D take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> • Is consistently proactive in taking full responsibility for improving their own teaching through professional development. • Effectively uses the advice and guidance offered by colleagues to secure improvements in practice. 	<ul style="list-style-type: none"> • Takes responsibility for improving their own teaching through professional development. • Respects and responds to the advice and guidance offered by colleagues. 	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.
E communicate effectively with parents with regard to pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.

11. Teachers' Standards, 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' Standards, Part Two: Personal and professional conduct)

Part Two of the Teachers' Standards is about personal and professional conduct. All student teachers are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures. A typical partnership approach is detailed below.

Interview	Personal and professional conduct should be included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective student teachers are required to sign an agreement/contract agreeing to adhere to high standards of personal and professional conduct.
Induction	The requirements for Part Two of the Teachers' Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for student teachers and teachers.
At the start of a new placement	Student teachers must familiarise themselves with the individual school's code of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them.
At each review point	The student teachers' ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set.
At any time	Should issues arise in relation to the appropriateness of the student teachers' conduct, action will be taken which may lead to a cause for concern procedure being instigated.

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the student teachers' conduct. Partnerships will address these as part of their regular reviews of student teacher progress and conduct. **If any concerns arise, then the cause for concern procedure should be instigated.**

Part Two: Personal and professional conduct

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

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

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
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Teachers' Standard: Part Two descriptor		Scope	Key questions	Consistently high standards	Cause for concern
i	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	<ul style="list-style-type: none"> Does the student teacher have a commitment to upholding the high standards of the teaching profession, within and outside school? Does the student teacher develop appropriate professional relationships with colleagues and pupils? Is the student teacher able to safeguard pupils' well-being, in accordance with statutory provisions? * Does the student teacher understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? * Does the student teacher understand the challenges of teaching in modern British schools? ** Is the student teacher aware of the Prevent Strategy and its implications? *** Does the student teacher understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? ** Does the student teacher understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media? 		

Teachers' Standard: Part Two descriptor		Scope	Key questions	Consistently high standards	Cause for concern
li	Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<ul style="list-style-type: none"> • The student teacher's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. • The student teacher reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The student teacher is punctual for school, lessons, meetings, etc. • The student teacher always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The student teacher's language and dress are highly professional and in line with school policy. 	<ul style="list-style-type: none"> • Does the student teacher display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? • Does the student teacher understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? • Does the student teacher take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits? 		
lii	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> • The student teacher is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The student teacher is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The student teacher is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> • Is the student teacher aware of and does the student teacher act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? • Has the student teacher received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern? 		

* Keeping Children Safe In Education (DfE September 2016)

** Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

*** Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Appendix 1: Summary of changes for Third Edition

Page	Change	Significance
The Vision: Putting the pupil and the student teacher at the heart of teacher education and training		
3	Changes to The Vision designed to secure greater clarity for users of the Toolkit	major
1. Assessing student teachers: important considerations		
5	A and B: References to the relevant paragraphs in the ITE Inspection Handbook have been corrected	significant
5	D: Final bullet point – revised to reinforce the holistic nature of the evidence required to inform assessment	significant
6	G: Acknowledgement of the most up-to-date ITT Criteria and Guidance (February 2017) - no significant changes	minor
2. Grading rationale		
7	Paragraph 2: Reference to the relevant paragraph in the ITE Inspection Handbook have been corrected Textual changes to paragraphs 3 and 4 to emphasise the holistic basis of assessment and the strongest possible alignment between the Teachers' Standards and the impact of student teachers' teaching on pupil learning and progress	significant significant
8-9	Textual changes with the same intention as on page 7	significant
3. Annual assessment process at a glance: an example		
11	Revisions to secure greater clarity in the weekly and half-termly assessment descriptions	significant
4. Expected outcomes and progress through training		
12	A: Rewritten to emphasise the distinction between what constitutes acceptable minimum levels of practice and the expectations/aspirations of ITT provider.	major
13	'By the end of the programme ...': Textual changes to secure greater clarity around the distinctions between grade 3, grade 2 and grade 1 student teachers in relation to impact on pupil progress and learning over time	significant
5. Accuracy in grading: the alignment of grades, progress, comments and targets		
14	Replacement of the word 'alignment' with the word 'alignment'; this change has happened throughout the Toolkit	significant
6. Guidance for weekly meetings: reviewing progress and assessment		
15	First paragraph: Replacement of the word 'appraisal' with the word 'review' which is more in keeping with the context of training Changes to the text in paragraph 2 – especially bullet points 2 and 3 to further clarify the impact on pupil progress expected at grade 3, 2 and 1 levels	significant significant
7. Target setting and achieving targets		
17	Textual changes to promote target setting which is 'learner-focused' – a phrase that has been included elsewhere in the guidance	significant
8. Cause for concern procedure		
19	Replacement of the word 'alignment' with the word 'alignment'	significant
11. Teachers' Standards, Part Two: Personal and professional conduct		
39	Inclusion of reference to Keeping Children Safe in Education (DfE September 2016)	significant
Acknowledgements		
41	Addition of information about the Third Edition to the Acknowledgements page	minor

Acknowledgements

The 'Training and Assessment Toolkit: A guide to accuracy in the assessment of student teachers' has been developed by representatives of NASBTT working with Bea Noble-Rogers. It builds on the UCET and NASBTT document of 2012, 'Working with the Teachers' Standards in Initial Teacher Education: Guidance to support assessment for Qualified Teacher Status (QTS)'.

Work started on the development of the Toolkit, including the guidance and descriptors, in June 2014 with the London Diocesan Board for Schools (LDBS) SCITT, working with Bea Noble-Rogers; it evolved through the contributions of a number of HEI and school-based providers as they adopted the approach in their training and assessment. These providers included:

- Bath Spa University;
- Durham University;
- Ninestiles ITT Consortium & BPTP;
- Shotton Hall SCITT;
- St Mary's University, Twickenham;
- The University of Warwick;
- University of Hull;
- University of Leeds;
- University of St Mark & St John, Plymouth.

Representatives from the following providers have contributed to the development process of this Toolkit since its inception:

- Devon Primary SCITT;
- North East Partnership SCITT;
- SAF Initial Teacher Training (formerly The Pilgrim Partnership)
- South Birmingham SCITT (formerly Ninestiles ITT Consortium & BPTP);
- Teaching London: LDBS SCITT (formerly London Diocesan Board for Schools (LDBS) SCITT);
- Two Mile Ash Initial Teacher Training Partnership;
- University of Cumbria;
- University of Greenwich.

Third Edition: this has been produced as a result of feedback (from both HEI and school-based providers) during the 2016-2017 academic year culminating in a review meeting attended by many members of the original working party.

UCET representatives have seen and commented on working drafts and are pleased to acknowledge the value of this Toolkit. UCET is grateful to NASBTT for agreeing that it can be circulated amongst UCET members.

NASBTT welcomes feedback from the sector regarding the usefulness of this document – please direct these, in the first instance, to office@nasbtt.org.uk.