

Assessment Overview:

A guide to ensure accuracy and consistency in the assessment of trainees

This guidance includes a range of resources to support tracking the progress of trainees and the pupils they teach over time, grade descriptors and overviews of the assessment processes and expectations for trainees.

Contents

| | | |
|-----|--|---------|
| | The Vision and aims | Page 3 |
| 1. | Assessing trainees: important considerations | Page 4 |
| 2. | Grading rationale | Page 5 |
| 3. | Annual assessment process at a glance: an example | Page 7 |
| 4. | Expected outcomes and progress through training | Page 8 |
| 5. | Accuracy in grading: the alignment of grades, progress, comments and targets | Page 11 |
| 6. | Guidance for the weekly meetings: reviewing progress and assessment | Page 12 |
| 7. | Target setting and supporting trainees in achieving targets | Page 14 |
| 8. | Cause for concern procedure | Page 16 |
| 9. | Teachers' Standards, Part One: Teaching grade descriptors - guidance notes | Page 19 |
| 10. | Teachers' Standards, Part One: Teaching grade descriptors | Page 20 |
| 11. | Teachers' Standards, Part Two: Personal and professional conduct | Page 33 |

The Vision:

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

Aims:

- We will work with trainees from the point of interview, through a high-quality training programme, which will be seen as the first part of the teachers' professional development, ensuring a smooth and successful transition to the NQT induction and beyond;
- We will support trainees with respect, whilst exercising a duty of care at each stage of their personalised training being mindful of the impact on the challenges they might be facing;
- All trainees 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 we will devise;
- We will provide opportunities for trainees to train in a variety of exciting, challenging and innovative schools across the partnership, learning first-hand from experienced teachers and trainers;
- We will create an holistic training programme putting the well-being and safeguarding of the trainees and the pupils they teach at its heart;
- We will ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession and we recognise the need to nurture the next generation of committed, resilient, high-quality teachers and school leaders;
- We will invest time, effort and expertise in all our partnerships in order to support and challenge one another thereby securing a high-quality experience for each trainee;
- We will look for ways to strengthen links with our existing partners and, at the same time, actively seek ways to expand and develop new partnerships.

Progress to becoming an outstanding teacher

This guidance provides a guide to ensuring accuracy and appropriate rigour in the assessment of all trainees, who are teachers in training, and describes the process for recording trainees' progress towards becoming outstanding teachers. Trainees' progress will be assessed through reviewing the impact of the trainees' teaching on pupil progress and learning over time which, in turn, informs trainees' ongoing achievement and final attainment. This guidance also outlines a range of resources needed to support both trainees and their tutors/mentors in recording progress and supporting achievement. This guidance is intended to:

- promote a shared understanding of the expectations for trainees 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 trainees' progress against the Teachers' Standards;
- promote a shared language for discussing the progress and professional development of trainees;
- promote the need for challenging short and longer term developmental target setting linked to the identification of the trainees' training needs;
- promote the fact that the trainees are teachers in training and should be judged as such.

Assessing trainees: important considerations

- A. When assessing the quality of trainees' teaching over time, we will make reference *to the Teachers' Standards in full*. The bulleted sub-headings will 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' trainees and good practice for trainees with 'Requires improvement' in order to show that they are exceeding the minimum in aspects of the Teachers' Standards.
- B. We will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.
- C. Trainees' teaching over time will be assessed in relation to:
- the impact they have on the progress and learning over time of the pupils for which they are responsible;
 - the context and content of their teaching, over sequences of lessons; the quality of teaching will be judged in terms of attainment in relation to the relevant Teachers' Standards and not on individual lessons.
- When making judgements, the full range of evidence will be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.
- D. Assessment will be informed by evidenced, professional judgements which are accurate and rigorous. Judgements will be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time. Weaknesses or strengths in some of the Teachers' Standards may have significant impact on performance in others. **It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.**
- E. No trainee will be recommended for the award of QTS until they have met all of the standards for QTS at the minimum level (RI).

2. Grading rationale

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 trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard.

For a trainee to be graded **Outstanding (1)**:

Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. **Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.**

For a trainee's final grading to be 1:

- pupil progress and learning over time must be good or better than expected;
- a minimum of five Standards graded 1 overall;
- all other Standards graded 2 (utilising assessment against the sub-headings);
- no grade Requires Improvement (RI) or Inadequate for any Standard.

For a trainee to be graded **Good (2)**

Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. **Much of the quality of trainees' teaching over time is good; some is outstanding.**

For a trainee's final grading to be 2:

- pupil progress and learning over time must be at least as expected;
- at least five Standards graded 2 overall;
- no grade RI or Inadequate for any Standard.

For a trainee to be graded **Requires improvement**

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

For a trainee's final grading to be RI:

- pupil progress and learning over time is not always as expected;
- most Standards graded RI overall with some evidence of features of good practice in some aspects of the Teachers' Standards;
- no Inadequate for any Standard.

Any trainee in this category (RI) will be considered as a cause for concern as early as possible. As soon as a potential RI for a trainee is identified, the mentor must alert the Operational Lead and implement an immediate intervention, including agreed sharply focus

For a trainee to be graded **Inadequate**

Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. **The quality of trainees' teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress.**

As soon as a potential Inadequate for a trainee is identified, the cause for concern procedures will be instigated. The mentor will alert the Operational Lead and implement an immediate intervention, including agreed sharply focused short and longer term targets for the trainee. Explicit training actions will be defined, monitored and recorded; weekly updates will be maintained.

The final judgement for each trainee will be agreed following discussion with the Operational Lead. There will be close scrutiny of any RI and grade 1 aspects.

A moderation panel will be held to scrutinise a sample of trainee's evidence and grades given, along with all on the pass/fail borderline.

An External Examiner will be appointed to offer an external perspective on the attainment of trainees being assessed for the award of QTS. They will be able to verify the accuracy and consistency of the assessments made across the partnership. An External Examiner will visit and scrutinise a representative cross section of trainees, including any on the pass/fail borderline, borderline RI to Good or borderline Good to Outstanding. They will observe, meet and discuss with trainees the current assessment of their teaching and will meet and discuss with mentors the trainees' achievement and attainment. The External Examiner will also meet with the Operational Lead to scrutinise the internal moderation arrangements. The External examiner will then produce a report, which will identify the strengths and weaknesses of the partnership, plus an evaluation of the accuracy of the assessments of trainees' attainment against the standards for QTS.

3. Annual assessment process at a glance

Weekly

Formal weekly meeting: observation(s), progress review, assessment and target setting

A formal weekly meeting will occur between the mentor and the trainee. This will include a review of the weekly observation(s) and a review of pupils' learning, with evidence from the trainee and a review of the subject knowledge audit, all to be used to review and assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil progress and learning. The full range of evidence will be considered, including observing pupils, pupils' work books and the trainee's marking, the trainee's files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee must provide evidence of his/her progress and of pupil progress and learning over time and how they are addressing the standards. The impact of training on the trainee's teaching will be identified. (Learning Evaluation Proforma and Mentor weekly meeting record to be completed)



Grade descriptors for the Teachers' Standards and the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week, along with the grading criteria. These are used by the trainee and mentor to set and review short term targets for development on a weekly basis. Longer term targets are reviewed and related actions agreed.

Feedback will take place as soon after a Learning Evaluation as possible. (Learning Evaluation Proforma to be completed). Any cause for concern issues are raised with the Operational Lead.



Interim review and moderation points (4)

Interim reviews (approx every 5/6 weeks) will replace the weekly meeting that week. A learning evaluation and a review of the subject knowledge audit will be undertaken which includes a joint observation and meeting with the trainee by the mentor and the Professional Mentor. The trainee self-assesses and provides evidence of his/her progress against the Teachers' Standards and of pupil progress and learning over time including a review of Part Two of the Standards. (Interim Review form to be completed) Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. (Two of these reviews will be moderated by the Operational Lead (one in School A and one in School B), the Strategic Lead will moderate the Operational Lead's Interim review)



Formal review point (1) and moderation

At the formal review point (this should take place towards the end of the first large block placement in school A). A meeting is held where a report is written by the mentor, in agreement with the Operational Lead and trainee. The trainee's progress using the grade descriptors for the Teachers' Standards is agreed, as is the trainee's achievement against each of the Standards including Part 2 and an overall grade is identified and agreed by all. Key aspects of the trainee's achievement are identified: the impact of this on pupil progress and learning over time; the impact of training on this. Longer term targets are agreed. (Formal Review Report completed)



Final summative review (1)

Summative report written identifying the trainee's final attainment against the Teachers' Standards, including Part 2, the final overall attainment, the impact on pupil progress and learning over time, the impact of training and strengths and targets for the induction period as an NQT. This meeting will be attended by the mentor, the trainee, the PM and the Operational Lead (moderator). Followed by a Moderating Panel and External Examiner visits.

This information will inform the trainee's Career Entry Development Profile (CEDP).

Half-termly

4. Expected outcomes and progress through training

A. Programme outcomes

By the end of the programme, the expectation is that:

- all trainees awarded QTS will attain at least 'Good' (grade 2) and the majority will be 'Outstanding' (grade 1);
- any trainee whose attainment is judged as 'Requires improvement' will need to undertake targeted additional training including closely supervised teaching.

B. Assessing progress through training

- Trainees will be formally assessed at four six weekly review points leading to the assessment of the trainees' final attainment.
- From the outset, trainees will be assessed against the Teachers' Standards 'in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS'.
- At each interim review point, grades will be agreed for each standard.
- A single set of criteria is used across the whole training programme; it is to be expected that a significant number of trainees will, at the first review point, 'Require improvement' as they are at the beginning of their training and teaching. Trainees 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. Mentors will need to identify what is needed to ensure progress between each interim review point through target setting and agreeing individual training plans.

The profile of the trainees will develop as follows:

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

- it is *anticipated* that all trainees will *meet the minimum level of practice (RI) expected and* be demonstrating consistently high standards or developing high standards for professional and personal conduct;
- for any trainees struggling to *meet the minimum level (RI)* at this stage, the cause for concern procedure should be instigated to secure rapid progress towards good;
- a significant number of trainees will 'Require improvement' and will be provided with 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. This is likely as they are still at an early stage of their training. However, tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for some trainees, 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 trainees, *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. Targets will be provided to ensure stretch and challenge for these trainees.

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

- it is *expected* that all trainees will *meet the minimum level of practice expected and* be demonstrating consistently high standards or developing high standards for professional and personal conduct;
- if any trainees are still struggling to *meet the minimum level*, they will be placed on cause for concern, if this has not already been actioned;
- a small number of trainees may 'Require improvement' and will be provided with 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. However, tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the majority of trainees, 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 the remainder of trainees, *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. Targets will be provided to ensure stretch and challenge for these trainees.

By the end of the **third interim review** point, in the age phase they have taught:

- it is *expected* that all trainees will *meet the minimum level of practice expected and* be demonstrating consistently high standards for professional and personal conduct;
- if any trainees are still struggling to *meet the minimum level*, they will be placed on cause for concern, if this has not already been actioned;
- a small number of trainees may 'Require improvement' and will be provided with 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. However, tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the majority of trainees, 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 the remainder of trainees, *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. Targets will be provided to ensure stretch and challenge for these trainees.

By the end of the **fourth interim review** point, in the age phase they have taught:

- it is *expected* that all trainees will *meet the minimum level of practice expected and* be demonstrating consistently high standards for professional and personal conduct;
- for the majority of trainees, *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. Targets will be provided to ensure stretch and challenge for these trainee;
- if any trainees are still struggling to *meet the minimum level*, they will be placed on cause for concern, if this has not already been actioned;

- a small number of trainees may 'Require improvement' and will be provided with 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. However, tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the remainder of trainees, 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.

By the **end of the programme (final summative report)**:

- all trainees will *meet the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS) and have achieved consistently high standards for professional and personal conduct;
- none of the trainees should 'Require improvement'. In the **exception**, intensive and targeted advice and support will be provided to move any RI trainee's teaching to good, including, as appropriate, extending the placement and/or into the NQT year and employing school as required;
- for some trainees, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school;
- for the majority of trainees, *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 have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be forwarded to the employing school or setting.

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

In assessing trainees, it is essential that the developing quality of both the trainees' teaching and 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 targets – these should be precise and subject-specific;
- the tracking of progress.

At the formal weekly meeting, mentors and trainees 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 all parties, 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 trainees' 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 reviews and summative reports clearly build on the trainees' developing profile as evidenced in the above and through tracking.

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

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

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

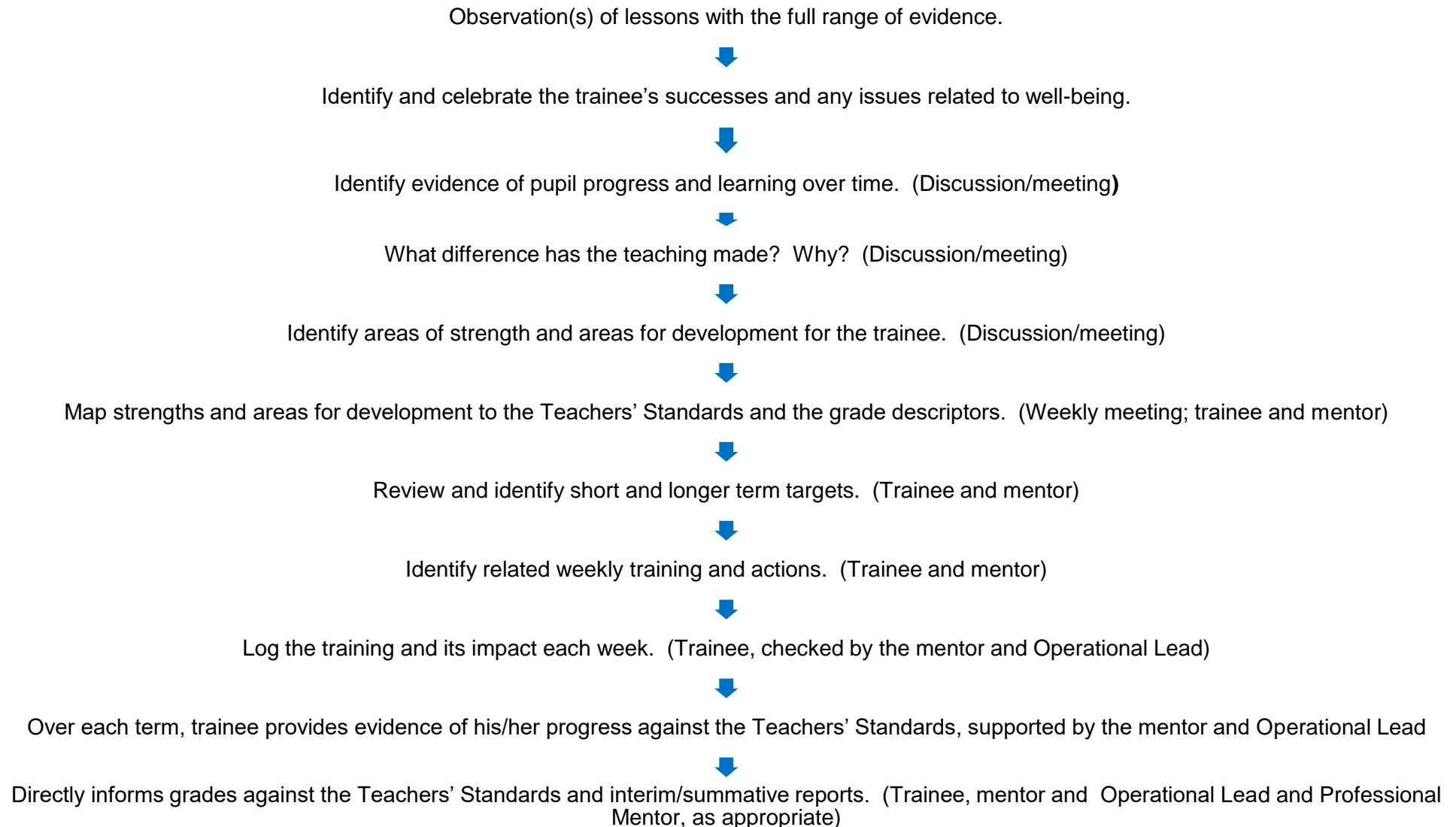
- the context and content of the sessions/lessons; where they fit within a sequence of lessons;
- the contribution of trainees' teaching to the learning of the pupils and the progress they make over time: **good or better than expected pupil progress** = grade 1, **at least expected pupil progress** = grade 2 etc.;
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the trainees' marking, the trainees' assessment records and annotated planning; trainees' strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how they can improve. Initial discussions should focus on the quality of the trainees' teaching and its impact on pupils' progress and learning over time and the aspects of the trainees' teaching which support this or need to be developed further. This can then be mapped to the Teachers' Standards.

Each weekly meeting should also include:

- monitoring of impact and progress;
- reviewing the subject knowledge audit;
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by the trainee and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose, have a Standards focus and, as appropriate, be subject-specific. Targets should be written using the language of the Standards and grade descriptors;
- identifying evidence of progress;
- agreeing and recording related training and actions;
- agreeing and recording the impact of the training on the trainees' teaching and, consequently, on pupil progress and learning over time.

From observing to reporting

The diagram below sets out the process of assessing and **supporting** trainees' 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 trainees' teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and summative reports.



7. Target setting and supporting trainees in achieving targets

- Central to the trainees' progress is the achievement of the set targets which are focussed on improving the quality of the trainees' teaching and its contribution to pupil progress and learning over time.
- To support trainees in achieving their targets, the actions to be taken by the trainee and others **must** be identified and agreed and written on the Learning Evaluation form and/or the Interim Review form, as appropriate.
- Progress against the set targets will be reviewed at the next weekly meeting by the trainee and the mentor.

Targets for trainees can arise from:

- lesson observations and weekly review meetings: short term and more immediate targets;
- interim and formal 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.

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| Targets | <p>Specific (precise), Measurable, Achievable, Realistic and Time-constrained targets will enable the trainee 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. |
| Target specific training and actions | <p>Actions that the trainee and others need to take in order for the trainee to achieve the target.</p> <p>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 trainee, 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.</p> <p>Target dates can relate to the trainee's current school, an alternative school placement or, possibly, the employing school 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

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| Specific (precise) | Be clear about what you want the trainee 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 trainee 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 trainee may already be working towards? |
| Time-constrained | Targets should be achievable within a stated time period, with explicit steps for successful achievement. |

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:

- a trainee does not make the expected progress;
- a trainee struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching);
- a trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct).

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

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee'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 may also be raised if:

- the trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- the trainee has not received the necessary support from the placement school at which point the Operational Lead will intervene.

Targets

- Targets for improvement must be explicitly linked to areas of concern in the trainee'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 trainee 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.

The cause for concern procedure will include a statement of concern, targets for improvement and related training and actions for the trainee.

Cause for concern process

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| <p>Step 1</p> | <ul style="list-style-type: none"> • At the earliest opportunity, the mentor discusses the concerns with the trainee and shares that a Stage 1 Cause for Concern has been raised for the trainee. The mentor should ensure that he/she listens respectfully to the trainee to gain a full understanding of his/her perceptions. • Operational Lead informed which potentially triggers an additional visit. • At the weekly progress and/or review meeting: review and agree targets which are focused explicitly on areas for improvement, with a timescale of two weeks to the review point, and agree actions and success criteria. Complete the Stage 1 Cause for Concern form. • There should be a maximum of three targets. • The trainee is informed of the cause for concern and the issues that must be addressed. • The concerns, targets and actions for the trainee, mentor and Operational Lead are recorded. |
| <p>Step 2</p> | <ul style="list-style-type: none"> • Review targets using the full range of evidence. • If sufficient progress has been made by the trainee, normal training routines continue. • If insufficient progress has been made, proceed to Step 3. |
| <p>Step 3</p> | <ul style="list-style-type: none"> • Operational Lead informed. • Joint observation and review meeting with the mentor and Operational Lead. • Operational Lead moderates the evidence with the mentor to confirm whether there is a need for a Stage 2 Cause for Concern. If so, a formal meeting with the Operational Lead, mentor and trainee takes place to agree the Stage 2 Cause for Concern and set revised targets. If required to progress to Stage 2, Stage 2 Cause for Concern form completed. If not required, Stage 1 will continue as planned. • A period of two to four weeks is set for the trainee to focus on the Stage 2 Cause for Concern targets. • Explicit actions for the trainee, mentor and Operational Lead are agreed as part of the Stage 2 Cause for Concern action plan. • All observations and meetings should focus on the Stage 2 Cause for Concern targets. • Mentor provides a copy of the targets and related training plan to the Operational Lead. |
| <p>Step 4</p> | <ul style="list-style-type: none"> • After period of two/four weeks a formal review of targets at Stage 2 is held, using the full range of evidence, by the trainee, mentor and the Operational Lead. • There are three possible outcomes from the formal review: <ol style="list-style-type: none"> i). if sufficient progress has been made, the cause for concern ends and the normal training routines continue; ii). if limited progress has been made, the Operational Lead, mentor and trainee review the issues, revise the targets and the cause for concern is extended; iii). if all of the targets have not been met and progress has not been made, the trainee fails the placement. Proceed to Step 5. |

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| Step 5 | <ul style="list-style-type: none"> • The placement is terminated immediately. • The trainee meets with the Operational Lead and reviews the issues raised at the Stage 2 review and a decision is made as to whether to offer another opportunity and when this will be or if the training programme is to be terminated for the trainee at this point, depending on the nature of the issues and concerns raised at the Stage 2 review. • An exit interview record is completed if the trainee declines the offer of another opportunity. • A formal letter is sent to the trainee. • A de-brief meeting takes place with the relevant mentor, professional mentor and Operational Lead, leading to a report of arising issues and actions. |
| Step 6 | <ul style="list-style-type: none"> • The final decision is confirmed by the recommending board for QTS. |

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

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

The grade descriptors are intended to enable trainees and their mentors to:

- discuss and track the trainees' progress over time against the Teachers' Standards and their sub-headings at weekly meetings;
- adhere to the language for target setting (see section 8 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 trainees' 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 trainees' teaching has made and why;
 - identify areas of strength and areas for development for the trainees;
 - be mapped to the Teachers' Standards and the grade descriptors;
 - review and identify short and longer term targets to improve the quality of the trainees' teaching and the impact they have on pupils' progress and learning over time. (Learning Evaluation and Weekly Meeting Record to be completed)

Trainees should bring evidence of their progress and of their impact on pupils' progress and learning for discussion and appraisal at these meetings.
- Interim and Formal review points:
 - review and record overall progress against the Teachers' Standards and grade descriptors in full;
 - identify achievement and set targets. (At Interim the Interim Review form to be completed. At Formal Review point the Formal Review Report to be completed)
- Final Summative Review:
 - review and record overall progress against the Teachers' Standards and grade descriptors in full;
 - 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. (The Summative Review Report to be completed)

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

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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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. |
| 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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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> Works <i>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 trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees fail to meet the minimum level of practice.</i> |
|--|--|--|---|---|
| c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject | <ul style="list-style-type: none"> Consistently demonstrates a thorough understanding of how to <i>teach reading, writing, communication ... effectively to enhance the progress of pupils they teach.</i> Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist. | <ul style="list-style-type: none"> Demonstrates a good understanding of how to <i>develop the reading, writing, communication ... skills of the pupils they teach.</i> Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. | Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. | Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. |
| d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary) | <ul style="list-style-type: none"> Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently and competently</i> 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"> Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> 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 trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees fail to meet the minimum level of practice.</i> |
|--|---|--|--|--|
| <p>e if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)</p> <p>* The current 'Initial teacher education inspection handbook' frequently replaces 'early' with 'primary'.</p> | <ul style="list-style-type: none"> • Trainee 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"> • Trainee 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. | <p>Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> | <p>Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> |

4. Plan and teach well-structured lessons

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement-meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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 trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement-meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees fail to meet the minimum level of practice.</i> |
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| <p>d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p> | <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. | <p>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.</p> | <p>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.</p> |

6. Make accurate and productive use of assessment

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees fail to meet the minimum level of practice.</i> |
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| 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 trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees fail to meet the minimum level of practice.</i> |
|--|--|---|--|---|
| <p>d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> | <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. | <p>Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.</p> | <p>Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.</p> |

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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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 <i>to 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 trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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

| Standard sub-headings | Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i> | Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i> | Requires improvement - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good. | Inadequate: <i>Trainees 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 Standards is about personal and professional conduct. All trainees 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.

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|---|---|
| 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 trainees 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 trainees and teachers; |
| At the start of a new placement: | Trainees must familiarise themselves with the individual school's codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them; |
| At each review point: | The trainees' 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 trainees' conduct, action will be taken which may lead to a cause for concern procedure being 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. By the end of the training programme all trainees who are to be awarded QTS will have evidenced consistently high standards in all aspects of personal and professional conduct.

| Teachers' Standard: Part Two descriptor | Scope | Key questions | Consistently high standards | Developing 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 trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? • Does the trainee develop appropriate professional relationships with colleagues and pupils? • Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? • Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?* • Does the trainee understand the challenges of teaching in modern British schools? • Is the trainee aware of the Prevent strategy and its implications? * • Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?* • Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media? | | | |

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

