

# PGCE Secondary: School Report: 2024-25

Subject: xxxxxxxx

The standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to the role, experience and context of a trainee.

## Record of Progress against the Curriculum Threads

If a trainee is deemed 'not on target' for any of the Standards this indicates that they are not yet meeting the minimum pass (confident) so will negotiate a targeted support plan with the mentor/tutor

Curriculum Threads	Phase 1 - Autumn 2024			Phase 2 - Spring 2025				Phase 3 - Summer 2025			
	Career Stage - Phase 1			Career Stage - Phase 2				Career Stage - Phase 3			
	Not on target	Emerging	Confident	Emerging	Confident	Good	High Performing	Fail	Confident	Good	High Performing
Behaviour Management			✓			✓					✓
How Pupils Learn		✓			✓					✓	
Adaptive Teaching	✓				✓				✓		
Subject Knowledge and Pedagogy		✓								✓	
Assessment		✓							✓		
Professional Behaviours			✓								✓
Part 2: Personal and Professional Conduct	Pass		Fail	Pass		Fail		Pass		Fail	
Demonstrate consistently high standards of personal and professional conduct	✓			✓				✓			

A trainee graded as 'confident' will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

## Summative Progress (Complete at the end of the course)

Teachers' Standards	Pass	Fail	Teachers' Standards	Pass	Fail
1 Set high expectations which inspire, motivate and challenge pupils	✓		5 Adapt teaching to respond to the strengths and needs of all pupils	✓	
2 Promote good progress and outcomes by pupils	✓		6 Make accurate and productive use of assessment	✓	
3 Demonstrate good subject and curriculum knowledge	✓		7 Manage behaviour effectively to ensure a good and safe learning environment	✓	
4 Plan and teach well-structured lessons	✓		8 Fulfil professional responsibilities	✓	
Part 2: Personal and Professional Conduct				Pass	Fail
Demonstrate consistently high standards of personal and professional conduct	✓			✓	

If a trainee fails any standard in the summer they will not be recommended for QTS and will need to re-sit the placement. All parties will be fully aware of this assessment before the end of the course.

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)



# Behaviour Management – Manage Behaviour Effectively – Set High Expectations

Leading to Teachers' Standard 1 – Set high expectations which inspire, motivate and challenge pupils

FORMATIVE ASSESSMENTS				SUMMATIVE	
Characteristics for trainees in this stage of their career				By the end of the course can...	
	Emerging	Confident	Good	High Performing	
<b>BM1</b> (1c) (1e)	Begin to encourage pupils to participate and contribute.  With support maintain a safe learning environment.	<b>With support, confidently use strategies that encourage pupils to participate and contribute in lessons. Use routines to maintain a safe learning environment.</b>	<i>Communicate a belief in the academic potential of all pupils, by:</i> <i>- creating a positive environment where the need for effort and perseverance are part of the daily routine.</i> Be highly aware of how to promote safety in different situations.	Understand and articulate what constitutes a safe and stimulating environment. Create inclusive lessons where making mistakes and learning from them and the need for effort and perseverance are embedded.  Be highly aware of how to promote safety in different situations including in relation to e-safety.	TS1a Establish a <b>safe and stimulating</b> environment for pupils, rooted in <b>mutual respect</b> .
<b>BM2</b> (1b) (1h)	Start to recognise that different classes and students may require different approaches to lesson planning and goal setting. Acknowledge the use of praise	<b>With support demonstrate how elements of the lesson are inclusive and have been tailored to meet the needs of the specific class. Acknowledge and praise pupil effort.</b>	Set goals to suit the needs of pupils considering backgrounds, abilities and dispositions in the classroom. <i>Set tasks that stretch and challenge pupils, but which are achievable.</i> <i>Demonstrate consistently high behavioural expectations, by:</i> <i>Acknowledge and praise pupil effort, emphasising progress being made.</i>	<i>Communicate a belief in the academic potential of all pupils, by:</i> <i>Independently setting tasks that stretch, challenge, and motivate pupils within a challenging curriculum.</i>  Use effective strategies to support the learning and progress of underperforming groups.	TS1b Set goals that <b>stretch and challenge</b> pupils of all backgrounds, <b>abilities and dispositions</b> .
<b>BM3</b> (1a) (1d) (1f) (1e)	Begin to develop positive attitudes, values, and behaviour. Demonstrate an understanding of the school ethos towards positive behaviours and attitudes in the classroom.	<b>Demonstrate positive attitudes, values, and behaviours expected of pupils.</b>  <b>Shadow and support colleagues in activities that engage parents and carers in the education of their children.</b>	<i>Demonstrate consistently high behavioural expectations, by:</i> <i>- Creating a culture of inclusion, respect and trust that promotes positive attitudes and behaviour, using intentional and consistent language.</i> <i>- Model the types of courteous behaviour expected of pupils.</i> <i>- Seek opportunities to engage parents and carers in the education of their children (e.g proactively highlighting success)</i>	<i>Demonstrate consistently high behavioural expectations, by:</i> <i>- Teaching and rigorously maintaining clear behavioural expectations (e.g., for contributions, volume level and concentration)</i> <i>- Using intentional and consistent language that promotes challenge and aspiration.</i> <i>- Consider how engagement with parents and carers changes depending on the age and development stage of the pupil</i>	TS1c Demonstrate consistently the positive <b>attitudes, values and behaviour</b> which are expected of pupils.

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

Leading to Teachers' Standard 7 – Manage behaviour effectively to ensure a good and safe learning environment.

FORMATIVE ASSESSMENTS					SUMMATIVE
Characteristics for trainees in this stage of their career					By the end of the course can...
Emerging	Confident	Good	High Performing		
<p><b>BM4</b> (7b) (7d) (7h) (7i) (7j) (7q) (7r)</p>	<p>Be aware of the school's behaviour policy and begin to apply the rules and routines. Be aware of the responsibility for promoting good and courteous behaviour in the classroom.</p>	<p><b>Apply the school's behaviour policy and make use of routines and rewards in the classroom.</b> <b>Begin to pre-empt and use strategies for when low-level disruption may occur.</b></p>	<p><i>Develop a positive, predictable and safe environment for pupils, by:</i> - <i>Work alongside colleagues as part of a wider system of behaviour management (e.g., recognising responsibilities and understanding the right to assistance and training from senior colleagues particularly where pupils exhibit unacceptable behaviours).</i> - <i>Checking pupils' understanding of instructions before a task begins.</i> <i>Establish effect routines and expectations, by:</i> <i>reinforcing established school and classroom routines (e.g by articulating the links between time on task and success)</i></p>	<p>Apply the school's behaviour policy confidently in all situations to create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g., setting and reinforcing expectations about key transition points). <i>Develop pupil's self regulation by:</i> - <i>Providing new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control</i> <i>Helping pupils to think through scenarios before they occur and using cues to help them recall behaviour</i></p>	<p>TS7a Have clear <b>rules and routines</b> for behaviour in classrooms and takes responsibility for promoting <b>good and courteous behaviour</b> both in classrooms and around the school, in accordance with the school's <b>behaviour policy</b>.</p> <p>TS7b Have high <b>expectations</b> of behaviour and establish a framework for discipline with a range of strategies, using <b>praise, sanctions, and rewards</b> consistently and fairly.</p> <p>TS7c Manage classes effectively, using approaches which are appropriate to pupils' needs in order to <b>involve</b> and <b>motivate</b> them.</p>
<p><b>BM5</b> (1g) (7a)</p>	<p>Begin to manage classes appropriately regarding expectations of behaviour. Begin to use praise, sanctions, and rewards to minimise disruption.</p>	<p><b>Communicate high expectations for pupils. Use praise, rewards, and sanctions in line with school and department policies.</b></p>	<p><i>Develop a positive, predictable and safe environment for pupils by:</i> - <i>Establishing a supportive and inclusive environment with a predictable system of rewards and sanctions in the classroom</i></p>	<p>Create an environment that is unreservedly positive about behaviour using strategies that promote high levels of engagement, collaboration, and cooperation. Know pupils well including where and when to use rewards and sanctions in a personalised and positive manner.</p>	
<p><b>BM6</b> (7c) (7e) (7f) (7n) (7o) (7p)</p>	<p>With support, engage pupils and manage small groups. Involve and motivate some individual pupils.</p>	<p><b>With support, confidently give clear instructions for whole classroom directions. Follow school policies for ensuring a consistent approach to uniform and presentation of work.</b></p>	<p><i>Develop a positive, predictable and safe environment by:</i> - <i>Giving manageable, specific, and sequential instructions</i> - <i>Using consistent language and non-verbal signals for common classroom directions.</i> - <i>Use early and least-intrusive interventions as an initial response to low level disruption so that lessons flow smoothly and without interruption. Encourage pupils to take pride in their work, their appearance, and their school.</i> <i>Motivate pupils, by:</i> - <i>Making timely and appropriate interventions.</i> <i>Supporting pupils to master challenging content, which builds towards long-term goals</i></p>	<p>Plan and use a range of highly effective strategies to promote learning which are appropriate to pupils' needs. Ensure attitudes to learning are consistently at an equally high standard across subjects (if applicable), years and classes <i>Motivate pupils, by:</i> - <i>Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i> - <i>Providing opportunities to articulate their long-term goals and helping them to see how these are related to success in school.</i> - <i>Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i> Ensure incidences of low-level disruption in lessons are rare.</p>	

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<b>BM7</b> (7e) (7g) (7l) (7m)	Begin to develop positive relationships with pupils and begin to exert authority.	<b>Demonstrate positive relationships and, with support, respond quickly to any behaviour or bullying that threatens emotional safety.</b>	<u><i>Build trusting relationships, by:</i></u> <ul style="list-style-type: none"> <li>- <u><i>Consistently applying the school's behaviour policy.</i></u></li> <li>- <u><i>Liaising with parents, carers and colleagues to better understand pupils' individual circumstances</i></u></li> </ul> <u><i>Develop a positive, predictable and safe environment for pupils, by:</i></u> <ul style="list-style-type: none"> <li>- <u><i>Use consistent language and non-verbal signals for common classroom directions.</i></u></li> <li>- <u><i>Seek out additional support when required to respond quickly to any behaviour or bullying that threatens emotional safety.</i></u></li> </ul>	<u><i>Build trusting relationships that make a strong contribution to a positive learning environment, by:</i></u> <ul style="list-style-type: none"> <li>- <u><i>Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.</i></u></li> <li>- <u><i>Liaising with parents, carers and colleagues to better understand how pupils' can be supported to meet high academic and behavioural expectations.</i></u></li> </ul> <u><i>Develop a positive, predictable and safe environment for pupils, by:</i></u> <ul style="list-style-type: none"> <li>- <u><i>Responding quickly to any behaviour or bullying that threatens physical or emotional safety.</i></u></li> <li>- <u><i>When applicable effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i></u></li> </ul> <u><i>Model exemplary positive attitudes and values when engaging with pupils, colleagues and parents.</i></u>	TS7d Is able to maintain good <b>relationships</b> with pupils, exercise <b>appropriate authority</b> , and <b>act decisively</b> when necessary.
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The bullets are an integral part of the Curriculum Thread, designed to illustrate the scope of each heading. The bullet points should not be interpreted as separate strands in their own right, but as a means to track progress against each part of the ITTECF.

## Behaviour Management – Formative Assessment

Phase 1 -Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
Not on target	<b>Emerging</b>	Confident	Emerging	<u>Confident</u>	Good	High Performing	Fail	Confident	Good	<b>High Performing</b>

If performance is 'not on target' meaning that there is a risk of not achieving this standard and progressing to be competent by the end of the course, then a support plan will be needed

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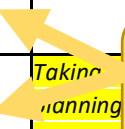


# How Pupils Learn – Classroom Practice

## Leading to Teachers’ Standard 2 – Promote good progress and outcomes by pupils

		FORMATIVE ASSESSMENTS			SUMMATIVE	
		Characteristics for trainees in this stage of their career				By the end of the course can...
		Emerging	Confident	Good	High Performing	
<b>HPL1</b> (2k)	Begin to understand teachers’ accountability for pupils’ attainment, progress and outcomes.	Make regular use of assessment approaches to show accountability for pupil attainment, progress and outcomes	With support, monitor and assess pupils’ achievements and provide feedback to them based on their specific needs as individuals/groups of pupils with the aim to further the attainment, progress and outcomes of all pupils.	Independently monitor progress to evaluate how well pupils are learning so that the approach can be changed during the lesson if necessary. Independently <i>increase challenge with practice and retrieval as knowledge or skills become secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)</i> . Provide feedback and targets to individual pupils that are focused to further progress.	TS2a Be accountable for pupils’ <b>attainment, progress and outcomes</b> .	
<b>HPL2</b> (2a) (2d) (2e) (2f) (2h) (2i)	Begin to take account of prior knowledge when planning and/or teaching.	Be aware of pupils’ capabilities and prior knowledge when planning/sequencing new information.	<p><i>Taking account of pupils’ prior knowledge, by:</i></p> <ul style="list-style-type: none"> <li>- Identify possible misconceptions and plan how to prevent these from forming.</li> <li>- Link what pupils already know/can do to what is being taught (e.g., explaining how new content or skills build on what is already known).</li> </ul> <p><i>Increase likelihood of materials being retained, by:</i></p> <ul style="list-style-type: none"> <li>- Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).</li> </ul>	<p><i>Use pupils’ prior knowledge, by:</i></p> <ul style="list-style-type: none"> <li>- Plan lessons so that pupils secure on their own knowledge before encountering more complex content.</li> </ul> <p><i>Increase the likelihood of material being retained by:</i></p> <ul style="list-style-type: none"> <li>- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> </ul>	TS2b Be aware of <b>pupils’ capabilities</b> and their <b>prior knowledge</b> , and <b>plan teaching</b> to build on these.	
<b>HPL3</b> (2g)	Begin to provide tentative opportunities for pupils to reflect on their learning.	Provide pupils with opportunities to reflect on their learning and to identify next steps.	<p>Regularly provide pupils with the time and opportunity to reflect on specific aspects of their learning and identify emerging needs.</p> <p><i>Build on pupils’ prior knowledge, by:</i></p> <ul style="list-style-type: none"> <li>- Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</li> </ul>	<p>Routinely create time and opportunities for pupils to reflect on their progress.</p> <p>Use targeted intervention to identify the progress pupils have made and support them to understand what they need to do to improve.</p>	TS2c Guide pupils to reflect on the <b>progress</b> they have made and their <b>emerging needs</b> .	

A trainee graded as ‘confident’ on the second school report will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.



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<p><b>HPL4</b> (2b) (2c) (2j)</p>	<p><b>Begin to demonstrate an awareness of how pupils learn using a basic range of teaching strategies and interventions.</b></p>	<p>Show an understanding of how pupils learn by using a range of teaching and learning strategies, breaking complex material into smaller steps in planning.</p>	<p>Work with mentors/expert colleagues to avoid overloading working memory by:</p> <ul style="list-style-type: none"> <li>- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)</li> <li>- Breaking complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps).</li> </ul> <p>Work with mentors/expert colleagues to increase the likelihood of materials being retained by:</p> <p>Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work</p>	<p>Observe and deconstruct how expert colleagues plan regular review and practice of key ideas and concepts over time and deconstruct this approach.</p> <p>Discuss and analyse with mentors/expert colleagues how to design and implement subject specific - practice, generation and retrieval tasks that provide just enough support so that pupils increase the likelihood of materials being retained when attempting challenging work.</p>	<p>TS2d Demonstrate knowledge and understanding of <b>how pupils learn</b> and how this impacts on teaching.</p>
<p><b>HPL5</b></p>	<p><b>Plan for teaching and learning providing some opportunities for independent learning.</b></p>	<p>Regularly provide opportunities that require independent learning.</p>	<p>Use effective teaching strategies that encourage independent learning and promote opportunities for pupils to take pride in their work.</p>	<p>Consistently create opportunities for autonomous learning so that pupils take pride in their work and adopt a conscientious attitude allowing for a degree of ownership over their own learning and development.</p>	<p>TS2e Encourage pupils to take a responsible and <b>conscientious attitude</b> to their <b>own work and study</b>.</p>

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Leading to Teacher’s Standard 4 – Plan and teach well-structured lessons

		FORMATIVE ASSESSMENT			SUMMATIVE	
		Characteristics for trainees in this stage of their career			By the end of the course can....	
		Emerging	Confident	Good	High performing	
HPL6 (4a) (4b) (4c) (4d) (4e) (4f) (4h) (4i) (4k) (4l) (4m) (4n) (4o)	Begin to structure lessons that contribute towards supporting learning. Show awareness that the pace of the lesson needs to be effective.	Structure lessons that support learning. Working closely with mentors, begin planning lessons that:	<ul style="list-style-type: none"> <li>• <u>Considers prior learning.</u></li> <li>• <u>Break tasks down into appropriate chunks.</u></li> <li>• <u>Considers the necessary foundational content knowledge.</u></li> <li>• <u>Providing opportunities for pupils to consolidate and practise applying new knowledge and skills.</u></li> <li>• <u>Include a range of types of questions in class discussions.</u></li> <li>• <u>Make effective use of lesson time</u></li> </ul>	<p>Work with mentors/ expert colleagues to <i>plan effective lessons, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i></li> <li>- <i>Breaking tasks down into constituent components.</i></li> <li>- <i>Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills</i></li> </ul> <p>Work with mentors/ expert colleagues making good use of expositions, by:</p> <ul style="list-style-type: none"> <li>- <i>Starting expositions at the point of current pupil understanding.</i></li> </ul> <p>Work with mentors/ expert colleagues to model effectively, by,</p> <ul style="list-style-type: none"> <li>- <i>Narrating thought processes when modelling</i></li> </ul> <p>Stimulate pupil thinking and check for understanding by:</p> <ul style="list-style-type: none"> <li>- <i>Planning activities around what you want pupils to think hard about</i></li> <li>- <i>Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary and asking pupils to justify answers).</i></li> <li>- <i>Providing appropriate wait time between question and response where more developed responses are required.</i></li> <li>• <i>Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</i></li> </ul>	<p>Independently <i>plan effective lessons, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i></li> <li>- <i>Breaking tasks down into constituent components when first setting up independent practise (e.g. using tasks that scaffold pupils through metacognitive and procedural processes).</i></li> <li>- <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i></li> </ul> <p>Make good use of expositions, by,</p> <ul style="list-style-type: none"> <li>- <i>Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors. Manipulatives for counting, examples and non-examples)</i></li> </ul> <p>Stimulate pupil thinking and check for understanding,</p> <p>by:</p> <ul style="list-style-type: none"> <li>- <i>Elaborating on and querying pupil contributions to support pupils’ oral language skills, and knowledge development.</i></li> </ul>	TS4a Impart <b>knowledge</b> and develop <b>understanding</b> through effective use of <b>lesson time</b> .

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HPL7 (4g) (4j) (4p)	Motivate pupils in some parts of the lesson.	With the support of the mentor/expert colleague, use teaching strategies and material that engages pupils.	<p>Work with mentors/expert colleagues to</p> <ul style="list-style-type: none"> <li>- Teach in a way that engages pupils' interest combining verbal explanation with relevant graphical representation.</li> </ul> <p>Model effectively, by:</p> <ul style="list-style-type: none"> <li>- Making the steps memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)</li> </ul>	<p>Inspire and communicate enthusiasm to pupils combining verbal explanation with relevant graphical representation of the same concept or process, where appropriate</p> <p>Model effectively, by,</p> <ul style="list-style-type: none"> <li>- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge.</li> </ul> <p>Independently, stimulate pupil thinking and check for understanding, by</p> <ul style="list-style-type: none"> <li>- providing scaffolds for pupil talk to increase the focus and rigour of dialogue.</li> </ul> <p>Take risks confidently to make teaching engaging. Promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high quality texts to students.</p>	TS4b Promote a <b>love of learning</b> and children's <b>intellectual curiosity</b> .
HPL8	With support design homework activities.	Set meaningful homework in line with school and department policies.	Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress (in the sense of knowing more, remembering more and being able to do more) to consolidate knowledge and understanding. Monitor and record homework.	Set inspiring and creative homework, and other out of class activities to engage pupils in consolidating and extending their knowledge and understanding. Employ rigorous and systematic methods to monitor and record homework.	TS4c Set <b>homework</b> and plan other <b>out-of-class activities</b> to <b>consolidate and extend</b> the knowledge and understanding pupils have acquired.
HPL9	Begin to evaluate and reflect on own teaching.	Systematically review and evaluate own teaching, setting appropriate SHARP targets in weekly reviews.	Take responsibility for professional development through evaluating own performance and setting challenging SHARP targets in weekly reviews to improve practice. Work with mentors/expert colleagues to assess the impact of teaching on pupil progress over time.	Habitually self-evaluate, setting challenging SHARP targets using weekly reviews to map and review pupil progress. Reflect systematically, and take account of feedback, from mentors/expert colleagues and other professionals.	TS4d Reflect systematically on the <b>effectiveness of lessons</b> and <b>approaches</b> to teaching.
HPL 10	Where appropriate, with mentors/expert colleagues, contribute tentatively to curriculum planning.	Where appropriate, make positive contributions to curriculum planning.	Make a positive contribution to curriculum planning. Make creative use of resources to plan lessons to take account of the needs of groups of pupils and individuals.	Show initiative and examples of innovation, for example within a scheme of work, develop the curriculum or producing high quality innovative resources.	TS4e Contribute to the <b>design</b> and provision of an engaging <b>curriculum</b> within the relevant subject area(s).

Sometimes trainees 'plateau' and do not support take some risks when trying to make progress in the summer term. This would require intervention from the mentor and tutor, but it is possible for a trainee to be graded the same on both reports.

## How Pupils Learn – Formative Assessment

Phase 1 -Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
Not on target	Emerging	Confident	Emerging	Confident	Good	High Perform	Fail	Confident	Good	High Perform

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# Adaptive Teaching

## Leading to Teachers' Standard 5 – Adapt teaching to respond to the strengths and needs of all

FORMATIVE ASSESSMENT					SUMMATIVE
Characteristics for trainees in this stage of their career					By the end of the course can.....
	Emerging	Confident	Good	High performing	
AT1 (5b) (5g) (5k) (5l) (5m) (5n) (5o)	Begin to recognise the needs of different pupils.	Recognise the needs of different pupils and, with the support of mentors/expert colleagues, plan lessons that meet their needs.	Develop an understanding of different pupil needs, by: - Making use of formative assessment Provide opportunity for all pupils to experience success, by: - Adapt lessons, whilst maintaining high expectations for all, so that pupils have the opportunity to meet expectations. Meet individual needs without creating unnecessary workload, by: - Making use of well-designed resources (e.g. textbooks, manipulatives). Building in additional practice or removing unnecessary expositions	Consistently meet individual needs without creating unnecessary workload, by:  - Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. - Reframe questions to provide greater scaffolding or greater stretch. Consider carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.	TS5a Know when and how to differentiate [adaptive teaching] appropriately, using approaches which enable pupils to be taught effectively
AT2 (5h) (5p)	Begin to recognise some potential barriers to learning and suggest some strategies to overcome them.	With the support of mentors/ expert colleagues, incorporate strategies to overcome barriers to learning considering grouping of pupils within the class.	Use a variety of strategies to challenge and motivate pupils where attainment is low. For example, discuss and analyse with mentors/expert colleagues how to: - Balance input of new content with the revisiting of prior learning so that pupils master important concepts and experience success. Group pupils effectively, by: - Applying high expectations to all groups.	Group pupils effectively, by:  - Intentionally grouping in relation to a specific learning outcome, regularly reviewing those groupings, taking care to monitor their impact and avoiding the perception that groups are fixed. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.	TS5b Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
AT3 (5a) (5i)	Show a basic awareness of the development of children stages of development.	Demonstrate an awareness of the physical, social and intellectual development of pupils, and adapt teaching to support education at different stages of development.	Work with mentors/expert colleagues to apply high expectations to all groups. Identify pupils who need new content further broken down. Make effective use of teaching assistants and other adults in the classroom under supervision of colleagues including sharing the learning outcomes ahead of lessons.	Use creative approaches in response to the different physical, social and intellectual needs of pupils applying high expectations to all groups to ensure all pupil access a rich curriculum. Employ a range of distinctive and age-appropriate approaches to support pupils with differing educational needs.	TS5c Is able to 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.

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

<b>AT4</b> <i>(5c)</i> <i>(5d)</i> <i>(5e)</i> <i>(5f)</i> <i>(5j)</i>	<b>Show a basic awareness of the needs of pupils and be able to identify some teaching approaches.</b>	Have an understanding of pupils' needs and make use of some approaches to support particular needs including those with English as an additional language, those with disabilities and high ability pupils.	<b>With mentors/expert colleagues:</b> <ul style="list-style-type: none"> <li>–Plan specific adaptive teaching based on informed knowledge of pupils' needs. <i>Discuss and analyse whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons without creating unnecessary workload.</i></li> </ul> <b>With mentors/expert colleagues develop an understanding of different pupil needs, by:</b> <ul style="list-style-type: none"> <li><i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.</i></li> <li><i>Working with the designated safeguarding lead</i></li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively demonstrate and evaluate a variety of approaches to inclusive teaching to engage and support all pupils including more able, EAL, SEND and pupils eligible for the <i>pupil premium</i> (including Free School Meals).</li> </ul> <i>Develop an understanding of different pupil needs, by:</i> <ul style="list-style-type: none"> <li><i>Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.</i></li> </ul> <i>Provide opportunity for all pupils to experience success, by</i> <ul style="list-style-type: none"> <li><i>Making effective and judicious use of specialist technology to support pupils with SEND</i></li> </ul> <i>Utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).</i>	TS5d Have a clear understanding of the needs of all pupils, including those with <b>special educational needs</b> ; those of <b>high ability</b> ; those with <b>English as an additional language</b> ; those with <b>disabilities</b> ; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## Adaptive Teaching – Formative Assessment

Phase 1 - Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
<b>Not on target</b>	Emerging	Confident	Emerging	<u>Confident</u>	Good	High Perform	Fail	Confident	<b>Good</b>	High Perform

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)



# Subject Knowledge and Pedagogy

## Leading to Teaching Standard 3 – Demonstrate good subject and curriculum knowledge

FORMATIVE ASSESSMENT					SUMMATIVE
Characteristics for trainees in this stage of their career					By the end of the course can.....
	Emerging	Confident	Good	High performing	
<b>SKP1</b> (3a) (3b) (3d) (3e) (3g) (3j) (3k) (3l) (3m)	<b>With support, apply subject and curriculum knowledge to plan lessons. Begin to demonstrate sufficient subject knowledge to be aware of potential misunderstandings.</b>	<u>Securely apply subject and curriculum knowledge in lesson planning. Demonstrate sufficient subject knowledge to pre-empt misunderstandings and misconceptions.</u>	<b>Work with mentors/expert colleagues to deliver a carefully sequenced curriculum, by:</b> <ul style="list-style-type: none"> <li>- Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components</li> <li>- Ensuring pupils' thinking is focused on key ideas within the subject</li> <li>- Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).</li> <li>- Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts.</li> </ul> <b>Develop fluency, by:</b> <ul style="list-style-type: none"> <li>- Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</li> <li>- Using retrieval and spaced practice to build automatic recall and application of key knowledge</li> </ul>	<b>Supporting pupils to build increasingly complex mental models, by:</b> <ul style="list-style-type: none"> <li>- Balancing exposition, repetition, practice of critical skills and knowledge.</li> </ul> <b>Help pupils apply knowledge and skills to other contexts, by:</b> <ul style="list-style-type: none"> <li>- Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</li> </ul> <b>Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems</b>	<b>TS3a Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</b>
<b>SKP2</b> (3c) (3f) (3h) (3i)	<b>Recognise the need to clarify and update subject knowledge and subject-specific pedagogy.</b>	<u>Regularly engage in activities to clarify and update subject knowledge and subject-specific pedagogy e.g. wider reading, podcasts, networking, workshops/conferences.</u>	<b>Work with mentors/ expert colleagues to deliver a carefully sequenced curriculum, by:</b> <ul style="list-style-type: none"> <li>- Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</li> </ul>	<b>Support pupils to build increasingly complex mental models, by:</b> <ul style="list-style-type: none"> <li>- Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</li> <li>- Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.</li> </ul> <b>Draw explicit links between new content and the core concepts and principles in the subject.</b>	<b>TS3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</b>

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

SKP3 (3p) (3t)	Recognise the need to promote high standards of literacy.	With the support of mentors/expert colleagues, plan opportunities for pupils to promote literacy, articulation and the correct use of standard English.	Confidently use subject specific vocabulary and structures when communicating with pupils to develop pupils' literacy skills. <i>Develop pupils' literacy, by:</i> <i>Teaching unfamiliar vocabulary explicitly</i>	Developing pupils' literacy, by: - <i>Teaching different forms of writing by modelling planning, drafting and editing.</i> <i>Planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i>	TS3c Demonstrate an understanding of and take responsibility for promoting high standards of <b>literacy, articulation</b> and the correct use of standard English, whatever the teacher's specialist subject.
SKP4 (3n) (3o) (3p) (3q) (3r) (3s)	Recognise the need to develop an understanding of early reading.	Identify pupils who are 'early readers' and incorporate literacy strategies into lessons.	Work with mentors/ expert colleagues to develop pupils' literacy, by: - <i>Modelling strategies that encourage active comprehension by asking questions, making predictions, and summarising when reading.</i> <i>Teaching, modelling, and requiring high quality oral language, sometimes known as oracy.</i>	Develop pupils' literacy, by: - <i>Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.</i> - <i>Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback.</i> - <i>Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).</i> <i>Recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).</i>	TS3d If teaching early <b>reading</b> , demonstrate a clear understanding of systematic synthetic <b>phonics</b> .
SKP5	Recognise the need to develop pupils' mathematics skills.	Incorporate opportunities for pupils to develop their mathematical skills, when appropriate.	Use a range of mathematics skills within lessons with increased confidence and competence. Understand how to overcome barriers to learning such as low levels of numeracy where applicable.	Demonstrate confidently and competently a clear understanding of how to plan proactively for the development of pupils' mathematical skills and use this to plan teaching, dealing with barriers to learning where applicable.	TS3e If teaching early <b>mathematics</b> , demonstrate a clear understanding of appropriate teaching strategies.

It is acceptable for progress against the Standards to be 'emerging' in the autumn term, however, trainees are expected to be demonstrating good or high performing characteristics in the spring term.

## Subject Knowledge and Pedagogy – Formative Assessment

Phase 1 - Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
Not on target	<b>Emerging</b>	Confident	Emerging	<u>Confident</u>	Good	High Perform	Fail	Confident	<b>Good</b>	High Perform

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

# A Assessment

## Leading to Teaching Standard 6 – Make accurate and productive use of assessment

FORMATIVE ASSESSMENT				SUMMATIVE
Characteristics for trainees in this stage of their career				By the end of the course can....
Emerging	Confident	Good	High performing	
<p><b>A1</b> (6a) (6c) (6k)</p> <p>With support, begin to assess pupils' attainment.</p>	<p>Plan and use formative assessment opportunities, assessing pupils' attainment. Know and understand subject statutory assessment requirements.</p>	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> <li>Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</li> </ul> <p>Provide high quality feedback, by:</p> <ul style="list-style-type: none"> <li>Scaffolding self-assessment by sharing model work with pupils, highlighting key details</li> </ul>	<p>Accurately, and independently assess pupils' attainment using current curricular, examinations and assessment arrangements.</p> <p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> <li>choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments).</li> </ul>	<p>TS6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p>
<p><b>A2</b> (6b) (6f) (6g) (6h) (6i) (6j)</p> <p>Begin to use a basic range of formative and summative assessment strategies that indicate a learner has made progress when planning.</p>	<p>Make use of formative and summative assessment strategies that indicate a learner has made progress when planning.</p>	<p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> <li>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> <li>Monitoring pupil work during lessons, including checking for misconceptions.</li> </ul> <p>Provide high quality feedback, by:</p> <ul style="list-style-type: none"> <li>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</li> </ul>	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> <li>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</li> </ul> <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> <li>Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</li> </ul> <p>Provide high quality feedback, by:</p> <ul style="list-style-type: none"> <li>Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</li> </ul>	<p>TS6b Make use of formative and summative assessment to secure pupils' progress</p>

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

<p><b>A3</b> (6d) (6e) (6m)</p>	<p>Show a basic understanding that school and pupil data needs to be used to set targets for groups and individuals. With support identify possible next steps in learning.</p>	<p>With the support of mentors/expert colleagues confidently plan lessons that utilise pupil data to set appropriately challenging targets.</p>	<p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> <li>- Using assessments to check for prior knowledge and pre-existing misconceptions.</li> </ul> <p>Make feedback manageable and effective, by:</p> <p>Recording data only when it is useful for improving pupil outcomes.</p>	<p>Avoid common assessment pitfalls, by:</p> <p>Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils.</p>	<p>TS6c Use relevant <b>data</b> to monitor <b>progress</b>, set targets, and <b>plan</b> subsequent lessons.</p>
<p><b>A4</b> (6l) (6n) (6o) (6p) (6q) (6r)</p>	<p>With support begin to monitor pupils' progress and assess achievement.</p>	<p>With support, confidently use a range of assessment strategies where feedback for pupils is specific and helpful.</p>	<p>Make feedback manageable and effective, by</p> <ul style="list-style-type: none"> <li>- Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).</li> <li>- Using verbal feedback during lessons in place of written feedback after lessons where possible.</li> </ul> <p>Understanding that written marking is only one form of feedback</p>	<p>In partnership with pupils provide detailed feedback and targets that are focused on specific actions and provide time for them to respond to ensure very good progress.</p> <p>Provide high quality feedback, by:</p> <ul style="list-style-type: none"> <li>- Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</li> </ul> <p>Make feedback manageable and effective, by</p> <ul style="list-style-type: none"> <li>- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback)</li> </ul> <p>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</p>	<p>TS6d Give pupils regular <b>feedback</b>, both <b>orally</b> and through accurate <b>marking</b>, and encourage pupils to <b>respond to the feedback</b>.</p>

## Assessment – Formative Assessment

Phase 1 -Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
Not on target	<b>Emerging</b>	Confident	Emerging	<u>Confident</u>	Good	High Perform	Fail	<b>Confident</b>	Good	High Perform

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)



# Professional Behaviours

## Leading to Teaching Standard 8 – Fulfil wider professional responsibilities

Formative Assessment					Summative
Characteristics for trainees in this stage of their career					By the end of the course can.....
	Emerging	Confident	Good	High performing	
<b>PB1</b> (8a)	Begin to understand the school ethos. With prompts contribute to the wider life of the school.	<b>Understand the school ethos.</b>  <b>Make contributions to the wider life of the school e.g., supporting pastoral duties</b>	<b>Develop as a professional, by:</b>  - <b><i>Engaging in professional development focused on developing an area of practice.</i></b> <b>Make positive contributions to the wider school culture by participating in extra-curricular activities.</b>	Develop as a professional, by:  - <i>Engaging in professional development focused on impact on pupil outcomes, sustained over time with built-in opportunities for practice.</i>  Contributing positively to the wider school culture developing a feeling of shared responsibility for improving the lives of all pupils within the school.	TS8a Make a <b>positive contribution</b> to the <b>wider life</b> and <b>ethos</b> of the school.
<b>PB2</b> (8f) (8g) (8l)	Begin to build professional relationships with colleagues using basic skills in working collaboratively, recognising the need to seek advice.	<b>Work with mentors/expert colleagues effectively.</b> <b>Begin seeking advice to extend subject and pedagogic knowledge as part of the lesson preparation process.</b>	<b>Build effective working relationships, by:</b>  - <i>Seeking ways to support individual colleagues and working as part of a team.</i> - <i>Knowing who to contact with any safeguarding, or any pupil mental health concerns.</i> <i>Collaborate with mentors/expert colleagues to share the load of planning and preparation and make use of shared resources (e.g. textbooks). Seek advice to extend subject and pedagogic knowledge as part of the lesson preparation process.</i>  <i>Discuss and analyse with mentors/expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).</i>  <i>Observe how colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach.</i>  <i>Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</i>	<b>Build effective working relationships, by:</b>  - <b><i>Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.</i></b>  <i>Working as part of a team discussing how experienced colleagues support individuals</i>  <i>Seek challenge, feedback and critique from mentors/expert colleagues in an open and trusting working environment.</i>  <i>Protect time for rest and recovery and be aware of the sources of support available to support good mental well-being.</i>	TS8b Develop effective <b>professional relationships</b> with colleagues, knowing how and when to draw on advice and <b>specialist support</b> .

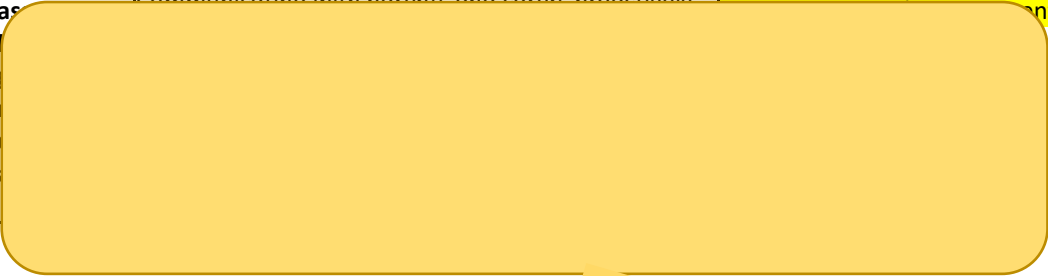
Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

<p><b>PB3</b> (8i) (8j) (8k)</p>	<p>Begin to communicate with support staff.</p>	<p><b>Confidently communicate with a range of staff so that lessons run smoothly.</b></p>	<p><i>Build effective working relationships, by:</i> <i>Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.</i></p>	<p>Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</p> <p><i>Build effective working relationships, by:</i></p> <ul style="list-style-type: none"> <li>- Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching</li> </ul> <p>Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</p>	<p>TS8c Deploy <b>support staff</b> effectively.</p>
<p><b>PB4</b> (8a) (8c) (8d) (8e) (8m) (8n) (8o) (8p)</p>	<p>With support identify basic developmental targets on PebblePad. Respond to advice from mentors/expert colleagues.</p>	<p><b>With support, collaboratively identify detailed SHARP (subject-specific where appropriate) targets and suggest strategies to address these using the Progression booklet. Routinely record and review targets during weekly reviews on PebblePad. Respond positively and proactively to advice from mentors/expert colleagues.</b></p> <p><b>Begin to develop systems for time and task management.</b></p>	<p><u>Take ownership for personal development using the Progression booklet to track progress.</u></p> <ul style="list-style-type: none"> <li>- <i>Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement using SHARP (subject specific where appropriate) measurable targets. Use weekly reviews to evaluate professional practice.</i></li> <li>- <i>Extend subject and pedagogical knowledge as part of the lesson planning process and track this on the subject knowledge audit on PebblePad.</i></li> </ul> <p><i>Manage workload and wellbeing, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).</i></li> <li>- <i>Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</i></li> </ul> <p><i>Protecting time for rest and recovery and being aware of support available to support good mental wellbeing</i></p>	<p><i>Develop as a professional, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i></li> <li>- <i>Meticulously use the Progression booklet and maintain PebblePad as evidence of self-evaluation.</i></li> </ul> <p><i>Develop as a professional, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process.</i></li> <li>- <i>Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications.</i></li> </ul> <p><i>Manage workload and wellbeing, by:</i></p> <ul style="list-style-type: none"> <li>- <i>Using and personalising systems and routines to support efficient time and task management.</i></li> </ul>	<p>TS8d Take responsibility for improving teaching through appropriate <b>professional development</b>, responding to advice and feedback from colleagues.</p>

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)



PB5 (8h)	With support and guidance, communicate with parents/carers about pupils' achievement and/or well-being.	Work with mentors/expert colleagues, to assume some responsibility for communicating with parents and carers in relation to pupils' achievements and well-being.	<i>Build effective working relationships, by:</i>	Independently communicate effectively both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.	TS8e Communicate effectively with parents and carers with regard to pupils' achievements and well-being.
			<i>Communicating with parents and carers proactively</i>		



## Professional Behaviours – Formative Assessment

Phase 1 -Autumn 2024			Phase 2 - Spring 2025				Phase 3 – Summer 2025			
Overall Grade – (Career Stage) Best Fit			Overall Grade – (Career Stage) Best Fit				Overall Grade – (Career Stage) Best Fit			
Not on target	Emerging	<b>Confident</b>	Emerging	Confident	<u>Good</u>	High Performing	Fail	Confident	Good	<b>High Performing</b>

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

Meeting the Standards -		
Part 2	Pass	Fail
<p>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.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</li> <li>• showing tolerance of and respect for the rights of others.</li> <li>• 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.</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> <li>• teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> </ul> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<ul style="list-style-type: none"> <li>• <b>Have a commitment to the teaching profession, and the development of appropriate professional relationships with colleagues and pupils. Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.</b></li> <li>• <b>Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop learners' wider understanding of the social and culture of different faiths, in line with the maintenance of fundamental British values.</b></li> <li>• <b>Understand the challenges of teaching in modern British schools and the implications of the Prevent strategy.</b></li> <li>• <b>Assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Adhere to school/university policies and practices, including those for attendance and punctuality.</b></li> <li>• <b>Have a broad understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.</b></li> <li>• <b>Adhere to the school and university VLE/internet safety policy including safe and responsible use of social media.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fails to follow the course code of conduct.</li> <li>• Unable to demonstrate a commitment to the teaching profession. Unable to develop appropriate professional relationships with colleagues and pupils or do so inconsistently. Have little or no regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. Do not understand or demonstrate that, by law, schools are required to teach a broad and balanced curriculum and have not begun to develop learners' wider understanding of social and cultural diversity.</li> <li>• Unwilling or unable to assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Do not fully and/or adequately adhere to school policies and practices, including those for attendance and punctuality.</li> <li>• Little or no understanding of the challenges of teaching in a modern British school or the implications of the Prevent strategy.</li> <li>• Do not have a broad enough understanding of statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are unaware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document.</li> <li>• Unable to adhere to the school's or provider's VLE/internet safety policy including safe and responsible use of social media.</li> </ul>

Phase 1 -Autumn 2024		Phase 2 - Spring 2025		Phase 3 – Summer 2025	
Pass	Fail	Pass	Fail	Pass	Fail

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

Phase 1 Record of Progress (Autumn Term)		
<p><b>Overall Comment</b> (Subject Mentor): Summarise what the trainee knows, understands and is able to do in relation to the intended subject specific curriculum. This review must reflect the trainee's attainment rather than effort or intention and should be an accurate record of the progress to date.</p>		
<p>Phase 1: What the trainee knows and understands in relation to the intended subject specific curriculum.</p> <p>Trainee X settled into the faculty well and has communicated effectively with all mem how and when to draw on advice and specialist support (PB4). Trainee X is constantly develop his teaching as the placement has progressed. (HPL9, PB2, 4)</p>		
<p>How the trainee has developed skills in explanations and modelling strategies (ITAP</p> <p>It has been really good to see how Trainee X and made good use of the practicable s making regular use of these strategies in their teaching. They are making good use o</p>		
<p>What are the key aspects of the subject specific curriculum that should be the focus</p> <ol style="list-style-type: none"> <li>1. Increase the pace of your teaching by giving clear guidelines for the completion of the lesson and ensuring pupils are working as soon as possible. (HPL6)</li> <li>2. Use the subject audit to identify target areas for improving subject knowledge when in the targeted areas and plan lessons accordingly (SKP1&amp;2)</li> <li>3. Ensure that learners are sufficiently challenged and achieve the intended learning objectives (HPL1) Tick learning objectives off to chart progress through the lesson and annotate the seating plan to record details of those individuals who require additional intervention (HPL1).</li> </ol>		
Subject mentor's name:	Date:	No. of placement days completed:
<p><b>Overall Comment</b> (Professional Mentor): Summarise what the trainee knows, understands and is able to do in relation to the Professional Behaviours aspect of the curriculum and comment on their professional conduct.</p>		
<p>Phase 1: Professional Behaviours aspect of the curriculum: Trainee X has made very impressive progress during their placement. I have been delighted to see his presence in the classroom develop and he has become a valued member of the xx team. He has also made a positive impact on the year 8 tutor group he has been working with. He has been able to teach PSHE lessons competently and has developed strong, positive relationships with tutees.</p> <p>Professional and Personal Conduct: Trainee X has made valuable contributions to professional mentoring sessions and has contributed significantly to the wider school community with her extra-curricular work.</p>		

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

Professional mentors name	Date:
<b>Trainee's response:</b> Which of the curriculum threads have you made the most progress in achieving and what are your key priorities for phase 2 that you will add to your transition Plan?	
<p>Phase 1: Curriculum threads where progress has been made:  I have thoroughly enjoyed my first placement at School XXXXX. I feel that my tea  from the Department. My mentor and professional mentor have offered invaluable support throughout which has been very beneficial in improving my subject knowledge and teaching strategies. I feel that I have grown in confidence and believe that this is evident in my teaching. I have used the feedback provided to complete an action plan and this is included in my portfolio.</p> <p>Key priorities for phase 2:  I am really excited about starting school 2 and will continue to develop my understanding of the teaching profession focusing on pace, voice control and transitions in lessons so that I make effective use of lesson time (HPL6). Use of formative and summative assessment techniques over an extended period of time (HPL1, A1,2 &amp; 3) as well as developing my medium-term planning skills so that I think about the 'bigger picture' and how I need to adapt lessons to make sure that all pupils make progress (HPL &amp; A)</p>	<p>Trainees <b>must</b> see their reports in advance and complete their comments section before the report is emailed to the University.</p>

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

<b>Phase 2 Record of Progress (Spring Term)</b>	
<b>Overall Comment (Subject Mentor):</b> Summarise what the trainee knows, understands and is able to do in relation to the intended subject specific curriculum. This review must reflect the trainee's attainment rather than effort or intention and should be an accurate record of the progress to date.	
Phase 2: What the trainee knows and understands in relation to the intended subject specific curriculum. Trainee XX has proactively contributed in a significant way to the wider ethos of the school and from doing this he has built strong professional relationships with colleagues across the school (PB). His subject knowledge at A level is an area for concern and he needs to continue to use the subject audit to make sure that he targets areas of weakness. In the summer term he would benefit from observing experienced colleagues to find ways to explain or model teaching approaches. This will allow him to identify the misconceptions pupils sometimes have which will inform his future planning (SKP1). At Key Stage 4 the pace of the lessons is sometimes hampered by not being explicit about the success criteria for tasks to be completed (TS4) and therefore pupils do not always make the progress expected	
How the trainee has developed skills in talk for learning strategies (ITAP focus) Talk for learning is a strength of Trainee X's teaching. They make good use of questioning such as 'so, are you saying...' or 'why do you think that?'. It would be good to now see th	tems
What are the key aspects of the subject specific curriculum that should be the focus at t	
<ul style="list-style-type: none"> <li>• Increase the pace of your teaching (HPL6)</li> <li>• Improve subject knowledge (SKP1&amp;2)</li> <li>• Promote good progress and outcomes for pupils (HPL1-5)</li> </ul>	
Subject mentor's name:	Date:
<b>Overall Comment (Professional Mentor):</b> Summarise what the trainee knows, understands and is curriculum and comment on their professional conduct.	
Phase 2: Professional Behaviours aspect of the curriculum: After an initially difficult start to the placement Trainee XX has continued to make progress. By reducing his timetable slightly, he has been able to focus on low level disruption identified as an issue in his first placement. He has made considerable strides to create an environment which is positive, and he is developing strategies to promote engagement, collaboration, and cooperation. He now uses praise and sanctions to ensure that pupils are involved and more motivated. Professional and Personal Conduct:  Professional and Personal Conduct: Trainee XX clearly has a commitment to the teaching professional and his role as form tutor with year 10 has provided him with the opportunity to focus on safeguarding and well-being. He has adhered to school policies during the placement, and I can confirm that his attendance and punctuality have been excellent (EDI/PB Part 2).	
Professional mentor's name:	Date:

[Yellow callout box containing redacted text]

It is useful for Professional Mentors comments include a focus on **Part 2 of the Teachers' Standards (Curriculum Thread – Equality, Diversity and Inclusion)**

Please note: Italics are directly from the 'ITTECF Framework' (DfE, 2024)

**Trainee's response:** Which of the curriculum threads have you made the most progress in achieving and what are your key priorities for phase 2 that you will add to your transition Plan?

Phase 2: Curriculum threads where progress has been made:  
I found the transition from placement 1 to 2 challenging due to the increased teaching requirement and my ability to manage my time. I have worked with my mentor and tutor to look at ways to work more smartly including planning over time using annotated schemes of work. I have enjoyed working with the bronze Duke of Edinburgh group and now appreciate the value of extra-curricular activities. I have had the opportunity to work with a form group but I do not feel that I have any ownership of the class and want to develop my pastoral skills in the summer term as pastoral care is an area that I am interested in.

Key priorities for phase 2:  
I agree with the targets set regarding increasing pace, targeting subject knowledge and making sure that pupils make good progress. I can see how these Curriculum Threads all work together and by addressing one I am actually addressing all.

**Phase 3: Final Summary Record of Progress**

**Overall Comment** (Subject Mentor): Summarise the trainee's key strengths in relation to meeting the Teachers' Standards (right hand column of the Progression booklet)

Phase 3: Key strengths in relation to meeting the Teacher's Standards (right hand column of the Progression booklet).  
Trainee XX has been a highly professional trainee from the start of the placement. He is always punctual, and his attendance rate is excellent. He has been a great role model to students and has created an excellent classroom environment conducive to effective learning. He has made excellent relationships with colleagues in the Faculty and beyond.

Trainee XX has embraced all aspects of school life and has led Duke of Edinburgh groups and attended the practice expedition weekend. He has also attended staff sports events. He has led citizenship sessions and has supported students in our vulnerable stu... onalism, care and empathy for others.

Trainee XX also led a session on using the Smartboard and planned this so all trainees were ab... ly grateful for this input from Trainee XX. He has listened to advice about Teaching and Learning from his mentor and others and has acted on this and, as a result, has made the progress to become an outstanding teacher. We are sure that Trainee XX will thrive in his job and we hope he will keep in touch.

Make sure that the words match the grading. Arguably a trainee who has a 'confident' against a Curriculum Strand is not currently 'high performing'

How the trainee has developed skills in assessment for impact strategies (ITAP focus)  
Although Trainee X was finding assessment very challenging, the focus of this in the ITaP has improved their confidence and skills significantly in this area, particularly in relation to giving written formative feedback and making sure that this was then followed up and impactful.

What are the key targets for further development in relation to the Teachers' Standards (right hand column of the Progression booklet)? – maximum of three.

1. Use medium term planning to make sure that pupils make progress over time. Carefully produce plans with key assessment points so that you can account for the pupils' progress. Use interim assessment points to record this progress (2a, 6b)
2. Develop a range of strategies to guide pupils to reflect on the progress they have made and reflection and improvement time in lessons so that pupils can act on feedback (2c)

Please note that these targets refer to the Teachers' Standards (right hand greyed column on the grid). This is because the targets are written at the end of the course

Subject mentor's name:

Date:

No. of placement days completed:

**Overall Comment (Professional Mentor)**

Phase 3:  
 Teaching Standard 8 (right hand column of the Progression booklet):  
 As outlined in the formative feedback above, Trainee XX has continued to make great strides towards becoming a competent, effective and engaging teacher. He has shown great personality during this process and I am sure he will continue to grow and develop his style as he moves onto his new teaching challenges during the next academic year.

Part 2 – Teachers Standards (as detailed in the Progression booklet)  
 He has demonstrated a clear commitment to the profession since starting the placement and has taken on board the feedback given to him by his mentor and other experienced colleagues. Trainee XXX has always operated within the school policies and confidently applied the safeguarding and behaviour policies when required. We had some good discussions in our sessions about the challenges of teaching in modern British schools, including FBV and Prevent, which he is clearly quite knowledgeable about.

Professional mentor's name:

Date:

**Trainees' response:** Which of the Teacher's Standards have you made the most progress in achieving and what are your key priorities for ECT phase that you will add to your University of Worcester Career Profile (UWCEP)?

Phase 3: Teacher's Standards where progress has been made:  
 I feel that I have made significant progress this term. I have targeted my subject knowledge development by sitting in on A' level classes I have been able to develop my own knowledge and to identify the misconceptions that pupils might have which has informed my planning. I have a job that will include some A' level teaching so I look forward to continuing to develop my subject knowledge. Particular highlights of the summer term have included risk taking in lessons. A good example of this was the 'rock cycle play', 'market place mammoths' and the spaced learning lesson for year 10 triple sciences group. By taking these risks I was able to engage learners more and to target pupils. In the year 10 triple sciences group pupils remained behind after the lesson on 'market place mammoths' and were able to recall the key learning the following lesson.

Key priorities for the ECT phase (to be transferred to your UWCEP):

- Secure my subject knowledge in some parts of the curriculum as I will be teaching a different specification to that on placement. I need to ensure that I am aware of the common misconceptions so that I teach thoroughly and effectively in the future (TS3).

- Improve on my ability to adapt to teaching pupils with SEND in my classes. A few times I have had pupils with ADHD and physical disabilities in my class. I need to develop my understanding of different needs and disabilities and take my time to get to know these pupils' abilities and limits to be able successfully adapt to these pupils (TS5).
- Track and monitor pupils progress throughout the year. I need to develop my use of the data collected through formative and summative assessment to allow me to plan for future learning and to develop targets and goals for individual pupils (TS6).