



**Faculty of Education, Enterprise & Culture**

## **PRIMARY PGCE AND SCHOOL DIRECT**

### **Teachers' Standards Grading Profile 2017-18**

**Trainee name:**

**School:**

## Grading Rationale

This grading rationale references the Ofsted criteria for judging the quality of outcomes for trainees as set out in the 'Initial teacher education inspection handbook' (September 2015). The words in italics are taken directly from the handbook. The remaining text is presented as a practical interpretation of the criteria for individual trainee's assessment linked to the bulleted sub-headings for each Standard.

*The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing 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.*

(Teachers' Standards, referenced 'Initial teacher education inspection handbook', September 2015, paragraph 129)

**This document should be used during lesson observations and weekly review meetings. At Review Points this document should guide the discussions between trainees and mentors. The RAG rating that is used at Review Points on BlueSky should match this document. They are to be used together to enable the trainee and mentor to identify strengths and areas for development. The system should also be used to alert everyone if a trainee is not making sufficient progress against the Teachers' Standards.**

## **Outstanding - Grade 1**

### ***This is BLUE in the RAG system on BlueSky***

*All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. 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 **or** four Standards graded 1 overall but many features of other Standards also graded 1 (utilising assessment against the sub-headings);
- all other Standards graded 2 (utilising assessment against the sub-headings);
- no grade 3 or 4 for any Standard.

## **Good – Grade 2**

### ***This is GREEN in the RAG system on BlueSky***

*All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. 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;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- no grade 4 for any Standard.

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

The final judgement should be agreed following discussion with the University Tutor. There should be close scrutiny of any grade 3 and grade 1 aspects.

### **Requires improvement - Grade 3 (meeting the standard for QTS)**

***This is AMBER on the RAG system on BlueSky***

*All primary and secondary trainees awarded QTS 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 requires improvement as it is not yet good.***

**For a trainee's final grading to be 3:**

- pupil progress and learning over time is not always as expected;
- most Standards graded 3 overall;
- no grade 4 for any Standard.

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

### **Inadequate – Grade 4 (not meeting the standard for QTS)**

***This is RED on the RAG system on BlueSky***

*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.***

## Teachers' Standards, Part One: Teaching grade descriptors

Please note: Words in italics are directly from the 'Initial teacher education inspection handbook' (September 2015); column headings reproduce the overall outcome criterion.

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

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

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

## 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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>b</b> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> <li>• Has a detailed understanding of the pupils' capabilities and their prior knowledge.</li> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• Has a good understanding of the pupils' capabilities and their prior knowledge.</li> <li>• <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></li> </ul>	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.
<b>c</b> 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.
<b>d</b> 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.
<b>e</b> encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

	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 (3) meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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"> <li>• Consistently <i>teach exceptionally well, demonstrating:</i> - <i>strong subject and curriculum knowledge;</i> - <i>phase expertise.</i></li> <li>• Is confident to <i>work within the current curriculum.</i></li> <li>• Demonstrates the ability to address misunderstandings and maintain pupils' interest.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>teach well, demonstrating:</i> - <i>good subject and curriculum knowledge;</i> - <i>phase expertise.</i></li> <li>• Works <i>within the current arrangements.</i></li> <li>• Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.</li> </ul>	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>b</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"> <li>• Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</li> <li>• Consistently and effectively promotes the value of scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.</li> <li>• Much of the time promotes the value of scholarship.</li> </ul>	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.

	<b>Outstanding (1):</b>  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b>  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4):</b>  <i>Trainees fail to meet the minimum level of practice.</i>
<b>c</b> 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"> <li>Consistently demonstrates a thorough understanding of how <i>to teach reading, writing, communication ... effectively to enhance the progress of pupils they teach.</i></li> <li>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good understanding of how to <i>develop the reading, writing, communication ... skills of the pupils they teach.</i></li> <li>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.</li> </ul>	Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.	Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
<b>d</b> demonstrate a clear understanding of systematic synthetic phonics in early reading (primary)	<ul style="list-style-type: none"> <li>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.</li> <li>Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.</li> </ul>	Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading	Is unable to demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
<b>e</b> Demonstrate a clear understanding of appropriate teaching strategies in primary* mathematics.  * The current 'Initial teacher education inspection handbook' frequently replaces 'early' with 'primary'.	<ul style="list-style-type: none"> <li>Trainee can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress.</li> <li>Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of primary mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress.</li> <li>Demonstrates a good understanding of strategies for the teaching of primary mathematics.</li> </ul>	Demonstrate a clear understanding of appropriate teaching strategies in primary mathematics.	Is unable to demonstrate a clear understanding of appropriate teaching strategies in primary mathematics.

#### 4. Plan and teach well-structured lessons

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

	<b>Outstanding (1):</b> <i>Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees’ teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees’ teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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>b</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.
<b>c</b> 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.
<b>d</b> reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> <li>• Is systematically and critically reflective in analysing, evaluating and improving their practice.</li> <li>• Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Is systematically able to reflect in order <i>to improve their practice</i>.</li> <li>• Is able to judge the effectiveness of their lessons and impact on all groups of pupils.</li> </ul>	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.
<b>e</b> contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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>b</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.
<b>c</b> 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.

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

## 6. Make accurate and productive use of assessment

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

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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 current 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>b</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.
<b>c</b> use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> <li>• Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.</li> <li>• Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.</li> <li>• 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.</li> </ul>	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.

	<b>Outstanding (1):</b>  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b>  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<b>Inadequate (4):</b>  <i>Trainees fail to meet the minimum level of practice.</i>
<b>d</b> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> <li>Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.</li> <li>Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.</li> <li>Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.</li> </ul>	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

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

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

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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"> <li>• 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></li> <li>• actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;</li> <li>• can effectively <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i></li> </ul>	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> <li>• takes responsibility for and is able to <i>promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment;</li> <li>• encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;</li> <li>• is able to <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i></li> </ul>	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>b</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"> <li>• Consistently sustains high expectations of behaviour.</li> <li>• Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains high expectations of behaviour.</li> <li>• Establishes and maintains or applies the school's framework for discipline, using a range of strategies.</li> </ul>	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.

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> <b>Trainees need targeted advice to be good.</b>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>c</b> 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.
<b>d</b> maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.

## 8. Fulfil wider professional responsibilities

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

	<b>Outstanding (1):</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2):</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) meeting the Standard:</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4):</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>a</b> 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>b</b> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<ul style="list-style-type: none"> <li>• Professional relationships with colleagues are consistently effective.</li> <li>• Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional relationships with colleagues are good.</li> <li>• Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.</li> </ul>	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.
<b>c</b> 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.
<b>d</b> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> <li>• Is consistently proactive in taking full responsibility for improving their own teaching through professional development.</li> <li>• Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes responsibility for improving their own teaching through professional development.</li> <li>• Respects and responds to the advice and guidance offered by colleagues.</li> </ul>	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.
<b>e</b> 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.

## 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. Our Primary Partnership approach is outlined below:

<b>Interview:</b>	Personal and professional conduct will be included as a focus for discussion as part of the interview process.
<b>Induction:</b>	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;
<b>At the start of a new placement:</b>	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;
<b>At each review point:</b>	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;
<b>At any time:</b>	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.

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees' conduct. **If any cause for concern should arise, then the cause for concern procedure should be instigated.**

## Part Two: Personal and Professional Conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern	
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"> <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 pupil's 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> </ul>	<ul style="list-style-type: none"> <li>• Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?</li> <li>• Does the trainee develop appropriate professional relationships with colleagues and pupils?</li> <li>• Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions?</li> <li>• 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?*</li> <li>• Does the trainee understand the challenges of teaching in modern British schools? *</li> <li>• Is the trainee aware of the Prevent strategy and its implications? *</li> <li>• 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?*</li> <li>• 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?</li> </ul>		

Teachers' Standard: Part Two descriptor		Scope	Key questions	Consistently high standards	Cause for concern
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"> <li>• The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</li> <li>• The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</li> <li>• The trainee is punctual for school, lessons, meetings, etc.</li> <li>• 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.</li> <li>• The trainee's language and dress are highly professional and in line with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?</li> <li>• 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?</li> <li>• Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?</li> </ul>		
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"> <li>• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.</li> <li>• The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.</li> <li>• The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?</li> </ul>		

\* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values. Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.