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| Related Curriculum Area: BEHAVIOUR **Related Teaching Standards:**  **TS1: Set high expectations which inspire, motivate and challenge pupils**  **TS7: Manage behaviour effectively to ensure a good and safe learning environment** | |
| **Targets** | **Strategies (Actions)** |
| Have high expectations of pupils and be committed to ensuring they can achieve their full potential | * Familiarise oneself with school and department policies and implement policies and procedures fairly and consistently * Discuss pupils’ attainment and progress with relevant colleagues * Consult relevant documentation (e.g. assessment data) to support specific pupils * Plan tasks and lessons that stretch pupils but which are achievable and take account of and meet pupils’ diverse needs and interests and provide a relevant and meaningful learning experience * Ensure all pupils have equal access and opportunity to participate and succeed in lessons * Evaluate pupils’ learning in relation to planned objectives and use lesson evaluations to inform future planning |
| Establish fair, respectful, trusting, supportive and constructive relationships with pupils | * Make a concerted effort to learn and use pupils’ names * Frequently interact with pupils, show interest in their learning, progress, and well-being, and respond appropriately and sensitively to them * Acknowledge and reward effort, improvement, and attainment * Try to build pupils’ confidence by offering regular praise and encouragement and showing sensitivity when questioning, giving feedback, and selecting groups or teams * Encourage pupils to contribute views and to reflect on, evaluate, and learn from their mistakes * Encourage pupils to show respect for, co-operate, collaborate, and listen to others |
| Model the positive values, attitudes and behaviour expected of pupils | * Be punctual, well prepared, organised and appropriately dressed, and use appropriate language at all times * Listen to and respect pupils’ ideas and opinions * Be enthusiastic about teaching all topic areas/activities to all groups * Display positive body language, e.g. avoid folded arms, use positive/welcoming gestures * Promote and reward teamworking, fair play, including refereeing and judging fairly |
| Establish a purposeful and safe learning environment that is conducive to learning | * Ensure the classroom/working area, resources, and equipment are safe and ready to use * Plan and organise groups (e.g. to maximise pupil involvement and minimise waiting) and demonstrations (e.g. to avoid lengthy explanations, set up while others are working) effectively to allow maximum time on task * Plan and organise space, resources, and equipment effectively to allow maximum time on task and set out in advance where possible * Count equipment out and in, collect in spare equipment when not in use, and store it appropriately * Create and explicitly teach routines that maximise time for learning, e.g. setting and reinforcing expectations about key transition points * Plan and deploy colleagues to assist with maintaining a purposeful and safe learning environment, e.g. monitoring and encouraging pupils, conducting on-going risk assessments/safety checks, organising resources and equipment * Respond quickly to any behaviour or bullying that threatens pupils’ physical or emotional safety * Use pupils and non-active participants to assist with organising resources and equipment * Follow Safe Practice in PE guidance and risk assessment procedures including identifying and making pupils aware of safety issues and potential hazards * Teach pupils how to lift and move equipment safely and involve them in setting up and putting away * Adopt a safe and effective teaching position, e.g. ensure the whole class is in view, all pupils can see and hear * Try to instil and maintain good pace into the lesson and urgency into pupils’ responses * Plan and allow sufficient time for all aspects of the lesson (i.e. starter, learning episodes, transitions, plenary) * Allow pupils sufficient time to experience and practise learning activities/tasks and improve |
| Identify opportunities for pupils to learn in out-of-school hours contexts | * Assist with extra-curricular clubs, especially in activities identified as areas for development * Start and promote an extra-curricular club which reflects own and pupils’ interests * Assist with the organisation of school fixtures and inter-form or inter-school competitions * Discuss the health, safety, and safeguarding requirements associated with out-of-school hours learning experiences with relevant colleagues * Consider the suitability and value of an out of school visit (e.g. theatre trip, residential, sports event) and assist with the planning of, attend, and evaluate such a visit * Conduct independent research to find out about the activity opportunities available within the local community (e.g. sports clubs, leisure centre) and promote them in school |
| Develop knowledge and understanding of a range of behaviour management strategies and how to use and adapt them | * Discuss school and department’s behaviour policy, procedures and expectations with mentor * Discuss and analyse with expert colleagues how routines are established, both in the department and around the school * Observe and discuss behaviour management strategies and procedures employed in lessons by expert colleagues * Read behaviour management lecture notes, readings, materials on LEARN, and other related literature * Implement school and department’s behaviour policy and procedures fairly and consistently * Challenge inappropriate behaviour, language, remarks, and views, explaining why they are inappropriate |
| Establish clear strategies, routines, and rules to manage pupils’ behaviour constructively, promoting their self-control and independence | * Establish a supportive and inclusive environment during lessons with a predictable system of reward and sanction (in line with school/departmental policy) * Establish and reinforce clear expectations and routines pre, during, and post-lesson in line with the above * Establish clear boundaries for interactions with and between pupils * Give manageable, specific, and sequential instructions which all pupils can follow * Respond consistently to pupil behaviour * Do not tolerate or overlook unacceptably bad behaviour – always take appropriate action * Adopt positive behaviour management strategies, e.g. plenty of praise and positive feedback, reward effort, focus on and acknowledge pupils’ good behaviour and achievements * Adopt preventative behaviour management strategies, e.g. frequent monitoring of the class and learning environment, frequent pupil interaction, early intervention, instilling and maintaining good pace * Adopt non-confrontational behaviour management strategies, e.g. use pauses/other non-verbal cues, a calm voice, be respectful, separate the behaviour from the pupil, vary teacher position to maintain overview/presence |
| Establish strategies to motivate pupils, and thereby promote good behaviour and maximise their learning | * Observe how expert colleagues motivate and sustain pupils’ interest and support them to master content which builds towards long-term goals * Give plenty of praise and positive feedback, reward effort, focus on and acknowledge pupils’ improvement and achievements * Establish pupils’ interests and preferences and plan and teach content and/or use examples which draw on and connect with these * Always explain the relevance of lesson content to pupils (setting this in context to their broader learning) and try to plan varied, fun, and suitably challenging learning activities * Discuss/encourage pupils to share their long-term goals and help them to see how these are related to their success in school * Discuss and analyse with expert colleagues how to support pupils from needing extrinsic motivation to being motivated to work intrinsically |

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| Related Curriculum Area: CURRICULUM **Related Teachers’ Standard:**  **TS3: Demonstrate good subject and curriculum knowledge** | |
| **Targets** | **Strategies (Actions)** |
| Develop knowledge and understanding of the:   * curricula for key stages 3 and 4 * 14-19 curriculum and pathways/qualifications available | * Discuss the NC, the NC for PE/Maths, and other statutory components of the curriculum (e.g. PSHE, RSE and Health Education, Citizenship) with relevant colleagues * Access, study and reflect on the requirements of the above * Discuss 14-19 pathways/qualifications in PE/Maths * Discuss and analyse with expert colleagues the vision for the school’s curriculum, the rationale for curriculum choices, the process for arriving at current curriculum choices, and how the school’s curriculum materials inform lesson preparation * Access, study and reflect on the department’s schemes/units of learning * Access, study and reflect on the structure, content and assessment requirements of a range of subject-related qualifications, e.g. GCSE, A Level, BTEC, Cambridge National * Observe expert colleagues delivering a range of qualifications/accredited courses in PE/Maths * Plan/assist with/teach lessons/a series of lessons across key stages 3, 4 and different qualifications/accredited courses * Co-plan/plan, assist with/teach and evaluate PSHE/Health Education and/or Citizenship lessons * Develop understanding of how PE/Maths can contribute to learning across the curriculum (e.g. spiritual, moral, social and cultural development, key skills, thinking skills) and include details on lesson plans |
| Develop knowledge and use of digital literacy skills to support teaching and wider professional activities | * Discuss and reflect on how digital technology can be effectively used to enhance teaching, learning and assessment and support the teacher’s wider role with mentor * Prepare and/or select appropriate digital resources to use with pupils to generate interest and enhance their learning * Search for and source appropriate information and materials through the internet, social media and other means to assist with knowledge development and lesson planning and delivery |
| Develop knowledge and understanding of the subject, including of topic areas/skills, techniques and progressions in specific or all main practical activities, as appropriate | * Observe expert colleagues teaching different topic areas/activities and discuss the place, content and progression of these * Observe how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject * Be aware of common pupils’ misconceptions in the subject * Assist with planning and teaching a lesson or series of lessons and reflect on basic progressions in learning * Co-plan, deliver and evaluate a series of lessons in specific topic areas/activities * Plan, deliver and evaluate a series of lessons in specific topic areas/activities * Develop specific subject-related knowledge via conducting independent research, accessing school and university resources, LEARN, seeking support from fellow students and attending other courses/development opportunities (e.g. coaching), as appropriate * Develop specific game knowledge via reading rule books, observing games, refereeing matches and attending refereeing or umpiring course |
| Develop knowledge and understanding of the related pedagogy for the subject, including in specific topic areas and/or all main practical activities | * Discuss and analyse with expert colleagues how to teach and revisit the big ideas of the subject over time and teach key concepts through a range of examples * Observe expert colleagues teaching different topic areas/activities and for each discuss how content and learning were sequenced/progressed and the teaching and learning styles and/or pedagogical approaches/models adopted * Observe how expert colleagues use retrieval and spaced practice to build recall of key knowledge, deconstructing this approach * Discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge * Assist with the planning and teaching of a series of lessons, reflecting on and practising the above * Plan, experiment with and reflect on the effectiveness of a range of pedagogical approaches in specific areas/activities * Identify and provide opportunities for pupils to learn and master selected essential concepts, knowledge, skills and principles of the subject * Draw explicit links during lessons between new content and the core concepts and principles in the subject * Working with expert colleagues, accumulate and refine the use of analogies, illustrations, examples, explanations and/or demonstrations to support pupils’ learning during lessons |
| Promote and design opportunities for developing in pupils high standards of communication, literacy, articulacy and the correct use of English | * Discuss and analyse with expert colleagues how to support and develop pupils’ literacy (reading and writing skills) through one’s subject * Access, study and reflect on DfE and other guidance materials on developing pupils’ literacy * Plan and incorporate specific opportunities for developing pupils’ literacy into lessons, e.g. use of specific vocabulary, worksheets, task cards * Model reading comprehension by asking questions, making predictions, and summarising when reading * Encourage pupils to read subject-related material/texts/news stories for pleasure * Discuss and analyse with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing |
| Promote and design opportunities for developing pupils’ numeracy | * Discuss the opportunities for the development of pupils’ numeracy skills within PE with mentor * Plan and incorporate specific opportunities for developing pupils’ numeracy skills into lessons, e.g. use of spreadsheets, worksheets, timing, scoring, recording, predicting, calculating |
| Design opportunities for pupils to develop their digital literacy skills | * Plan and incorporate a range of digital technologies to enhance pupils’ learning, engagement and digital literacy skills and involve them in analysing, evaluating and improving their performances * Plan and incorporate appropriate digital technological and resources to support assessment |

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| Related Curriculum Area: PEDAGOGY **Related Teachers Standards:**  **TS2: Promote good progress and outcomes by pupils**  **TS4: Plan and teach well-structured lessons**  **TS5: Adapt teaching to the strengths and needs of all** | |
| **Targets** | **Strategies (Actions)** |
| Support and guide pupils to reflect on their learning and identify their learning needs | * Discuss how pupils can be supported (e.g. via use of different pedagogical approaches, assessment strategies) to develop reflective and self-assessment skills with mentor * Plan and incorporate a range of teaching and learning styles/pedagogical approaches (e.g. observing, describing, analysing their performance, self-check) that will support the development of pupils’ reflective skills (e.g. recalling, reviewing, drawing conclusions) on their performance and achievements * Plan and incorporate a range of self-assessment tasks and activities that will support the development of pupils’ self-assessment skills * Develop questioning techniques, feedback skills and dialogue with pupils to encourage pupils to reflect on their learning and learning needs and develop their reflective and self-assessment skills * Plan and incorporate opportunities for involving pupils in identifying their learning needs and setting personal targets for improvement * Encourage pupils to share and record details of their progress, achievements, participation, likes, and dislikes and targets in a range of areas, e.g. performance in different activities, extra-curricular and out-of-school clubs |
| Introduce and develop ideas, concepts and material gradually and clearly using appropriate language for pupils | * Discuss and analyse with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content * Observe expert colleagues introducing and developing different ideas, concepts and material, e.g. how ideas and concepts were organised, explained/demonstrated, deconstructed/broken down, sequenced and built on to encourage their mastery; the use of and fielding of questioning; the use of repetition and practice; how responses or misconceptions were anticipated and dealt with * Develop communication and teaching skills via thorough planning, rehearsal, and practise of the above |
| Make effective use of some or all of the following: modelling, explanations, scaffolding, questions, discussions, examples, expositions, practise/repetition time, and plenaries to help pupils to learn, recall and apply their knowledge and skills | * Observe expert colleagues teaching with particular focus on their use of modelling, explanations, scaffolding, questions, discussions, examples, expositions, practise/repetition time and plenaries during lessons * Discuss and analyse with expert colleagues how to design practice, generation and retrieval tasks so that pupils experience success * Plan specific questions and develop questioning techniques (e.g. targeted, open ended, chain, pose, pause pounce and bounce) to aid pupils’ recall and retrieval of knowledge and information, assess their understanding, and promote reflection and critical thinking * Try to anticipate pupils’ responses, questions, and misconceptions and plan how to respond to these, trying to prevent the latter from forming * Use clear, concise and inclusive language and examples when introducing ideas and concepts and giving instructions and explanations * Provide sufficient and balance the use of exposition, repetition, practice and retrieval of critical knowledge and skills during lessons |
| Communicate clearly and effectively  to avoid overloading pupils | * Take into account pupils’ prior knowledge when planning to introduce new information/material * Keep task complexity to a minimum to reduce distractions and focus attention on what is being taught * Break ideas, concepts, instructions, and explanations down into manageable, logical and progressively sequenced ‘chunks ‘of information (avoid overloading working memory) * Make effective use of teacher and pupil demonstrations (accurate, organised, efficient) |
| Take account of diversity  and promote equality and inclusion in teaching | * Develop knowledge of equal opportunities and inclusion issues, e.g. via conducting independent research, discussing with specialist staff and personnel such as the SENCO and the Designated Safeguarding Lead * Read and follow the school’s and department’s policies and practices in relation to equal opportunities and inclusion * Challenge inappropriate behaviour, language, remarks, and views, explaining why they are inappropriate * Use a variety of appropriate grouping methods in lessons, including methods which respect pupils’ different cultural and religious beliefs * Use a range of pupils to demonstrate in lessons * Plan, prepare and use ‘inclusive’ resources (see below) * Discuss with mentor and colleagues how to plan and differentiate for pupils with diverse needs in selected classes * Plan and employ a range of differentiation strategies such as differentiation via task, outcome, grouping procedures, resources and equipment * Consider and employ the STEPS principle (i.e. varying space, task, equipment, personnel and success criteria) |
| Plan, prepare and use a range of teaching resources, taking into account diversity and promoting equality and inclusion in the preparation and use of these | * Discuss and evaluate the range of resources and equipment available within the department with mentor in terms of appropriateness (relevance, appeal) and inclusiveness for all pupils * Prepare own ‘inclusive’ resources (e.g. worksheets, task cards) for selected lessons and plan how these will be used to support learning * Select and make use of a range of the department’s resources and equipment to engage, challenge and meet the needs of all pupils * Evaluate the appropriateness and effectiveness of the resources and equipment used for all pupils |
| Plan for progression and design effective learning sequences within/across a series of lessons | * Read lecture notes from Planning lecture to ensure understanding of the planning (and evaluating) requirements, expectations and process * Consult and follow the department schemes/units of learning and reflect on how these progress and fit into the overall scheme * Ensure planning takes account of the relevant course, syllabus, and/or National Curriculum (NC) requirements * Gather information on teaching groups and ensure planning takes account of the age and ability range of pupils and builds on their prior learning * Ensure learning objectives are clear, specific, detailed, appropriate, shared, understood, pupil-centred, assessable and informed by pupils’ prior learning and attainment * Ensure planning demonstrates clearly structured lessons and learning sequences (i.e. starter, progressive learning activities, plenary) within and across lessons which relate to the learning objectives * Identify assessment methods (which relate to the learning objectives) within lesson plans and use these in practice to inform future planning and teaching * Demonstrate a personalised learning approach within lesson plans via monitoring and tracking pupils’ progress (whole group and individuals) in lessons plans and evaluations   Plan a unit of learning and associated series of lessons which show progressive learning objectives and learning sequences that are appropriate for and build on pupils’ prior learning |
| Effectively manage the learning of individuals, groups, and whole classes, modifying teaching accordingly | * Intervene appropriately and effectively at an individual and whole class level (e.g. to correct, give feedback, manage behaviour, adapt) to support pupils’ learning * Plan and incorporate teaching styles, strategies and pedagogical approaches that suit the stage of the lesson and the learning of individuals, groups, and the whole class * Discuss and analyse with expert colleagues how the school/department groups pupils, changes groupings, and different means of and considerations when grouping pupils * Discuss and analyse with expert colleagues, decisions over the efficiency and effectiveness of intervening within lessons with individuals and small groups versus planning different lessons for different groups of pupils * Plan and manage the needs of different groups of learners within lessons (e.g. SEN, EAL), applying suitably high expectations to all groups * Plan opportunities for and encourage co-operation, collaboration and effective communication to enhance learning within lessons * Carefully plan and implement grouping procedures according to the lesson learning objectives, activities, and needs of pupils, monitoring the impact of groupings on pupil attainment, behaviour, and motivation, and modifying them accordingly * Provide pupils with guidance, support and practice to facilitate effective group working |
| Plan homework or other out-of class work to progress, extend or consolidate pupils’ learning | * Plan and set homework that extends or consolidates the lesson content and objectives * Plan and set homework tasks that involve pupils in conducting independent research * Contribute to out-of-school hours learning opportunities such as extra-curricular clubs, fixtures, and school trips |
| Develop knowledge of when and how to differentiate appropriately for different groups, including for those with SEN, those of high ability, and those with EAL, using distinctive teaching approaches to engage and support pupils to achieve their potential | * Discuss inclusion, differentiation, the principles of effective adaptive teaching, and the needs of specific groups (e.g. SEN, high ability, EAL) with relevant colleagues, e.g. SENCO, Head of EAL * Read school policies and identify the sources of support and advice available for the above groups * Recognise the different needs and strengths of pupils and plan and adapt teaching to address these to support them in achieving their potential * Develop teaching approaches which remove barriers to learning, working alongside experienced teachers and support staff, as appropriate * Plan and incorporate target setting with specific pupils, involving them in the process * Plan and incorporate strategies which include working with colleagues to provide targeted support to pupils, sharing details with relevant colleagues in advance * Take account of pupils’ social, cultural, ethnic, religious and linguistic backgrounds when planning and delivering lessons * Read and complete selected tasks within the EAL Resource * Plan or co-plan a lesson (e.g. with language support assistant) to accommodate the needs of EAL pupils, employing teaching and learning strategies outlined in the EAL Resource * Discuss the different beliefs and values held by individuals from different social, cultural and religious backgrounds in relation to sport, physical activity and performance with relevant colleagues |
| Develop understanding of the range of influences on pupils’ progress, achievement, and well- being and how to accommodate/address these | * Discuss the following factors and their influence on pupils’ progress, achievement and well-being with relevant expert colleagues, e.g. SENCO, Pastoral Head, Head of EAL, LSAs:   - children’s physical, social and intellectual development  - children’s prior knowledge and experiences  - children’s social, religious, ethnic, cultural and linguistic backgrounds   * Take account of pupils’ physical, social and intellectual development in planning and teaching of lessons, reflecting on their influence on pupils’ progress/achievement within lesson evaluations, as appropriate * Take account of pupils’ social, religious ethnic, cultural and linguistic backgrounds in planning and teaching lessons, reflecting on their influence on pupils’ progress/achievement within lesson evaluations, as appropriate |

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| Related Curriculum Area: ASSESSMENT **Related Teachers’ Standard:**  **TS6: Make accurate and productive use of assessment** | |
| **Targets** | **Strategies (Actions)** |
| Develop knowledge of the assessment requirements and arrangements for the subject across the 11-19 age range and | * Discuss the assessment requirements and arrangements for the NC, public examinations, and other qualifications with mentor, including the moderation and interpretation of assessments * Observe expert colleagues conducting end of key stage, GCSE/A’level, and other formal assessments * Access, study and reflect on attainment and expectations within the NCPE, e.g. how pupils progress, the expectations at the end of each key stage) * Conduct independent research on assessment by reading lecture notes and accessing materials on LEARN and from subject-specific modules |
| Develop knowledge of a range of approaches to assessment, including the importance of formative assessment | * Discuss the school’s and department’s assessment policies, procedures, and approaches to assessment (including monitoring, assessing, recording, and reporting, formative and summative assessment, and how the former informs the latter) with mentor * Discuss and analyse with expert colleagues how to plan formative assessment tasks linked to lesson objectives, and think ahead about what would indicate/represent understanding * Observe and reflect on the range of approaches to assessment used by expert colleagues within lessons (e.g. observation, focussed questions, peer/self-assessment, quizzes), including in terms of their efficiency and effectiveness in improving pupil learning * Access and reflect on the school’s and department’s assessment information/records in terms of its utility in improving pupil outcomes |
| Assess pupils’ learning needs in order to set challenging learning objectives | * Use assessments to check pupils’ prior knowledge and pre-existing misconceptions * Set challenging learning objectives based on pupils’ knowledge and their past and current achievements * Use lesson evaluations to reflect on the above and inform learning objectives * Establish and employ clear criteria for assessing pupils which relate explicitly to the learning objectives * Ensure lesson learning objectives are shared and understood by pupils |
| Make effective use of a range of assessment and monitoring strategies | * Implement school’s/department’s assessment policies and procedures * Identify formative and summative assessment methods (related to the learning objectives) within lesson plans * Plan and employ a range of assessment strategies for different purposes within lessons, e.g. observation, focussed questions, peer/self-assessment) * Show clear evidence of assessment for learning and the planning cycle (using assessments to inform future planning and teaching) * Identify appropriate terminology within lesson plans and lessons (e.g. name, describe, apply, calculate, perform) to help pupils understand where they are in their learning and what they need to do to improve * Assess pupils’ attainment in relation to the learning objectives for the lesson and unit of learning * With support from colleagues, draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments * Use assessment data (e.g. own, class teachers’, from national assessments) to set targets for pupils’ learning * Share assessments with pupils to help them recognise their strengths and set targets for future development * With support from colleagues, formally assess and discuss pupils’ attainment in national qualifications |
| Provide timely, accurate and constructive feedback to pupils on their progress, attainment, and areas for development | * Discuss the principles of effective feedback (e.g. immediate, accurate, specific, focused, supportive, constructive, identifies strengths and areas of development) and different forms and efficient approaches to feedback with mentor * Observe and reflect on different forms of feedback given by expert colleagues in lessons (verbal, written, peer), pupils’ responses to feedback, and how feedback can be used and can impact on pupil learning, engagement, enthusiasm, and confidence * Plan specific opportunities for giving feedback, e.g. between learning episodes, during plenaries) * Plan and highlight 2-3 key teaching points for each learning episode and reinforce points frequently * Give feedback which will enhance pupils’ progress, engagement, enthusiasm, and confidence * Give feedback which is relevant to individuals, groups, and the whole class at appropriate stages of the lesson * Practise marking/giving written feedback on pupils’ work in efficient and effective ways, e.g. by using abbreviations and codes and prioritising highlighting errors related to misunderstandings, rather than careless mistakes * Use feedback to identify areas for development, set targets, and involve pupils in target setting |
| Make effective use of a range of recording strategies | * Identify and track individual pupils within planning and lessons, reflecting on their progress and learning needs * Discuss with mentor the purpose of recording data (to improve pupil outcomes) and how to do this * Regularly record the progress of individuals within classes against the learning objectives for the lesson and unit of learning * Assess and record the progress of a selected class over a period of time * Use the records of pupils’ progress and attainment to inform future planning and teaching * With support from colleagues, use records to produce written reports for a selected class |
| Develop knowledge of how to use local and national statistical information to evaluate the effectiveness of teaching, and monitor and enhance pupils’ progress and learning | * Discuss the statistical information and data sets available to schools and the school’s use of these to evaluate teaching, monitor pupils’ progress and raise attainment with relevant colleagues * Discuss the actual and/or potential use of such information within PE with the mentor * Access and interpret statistical information and reflect on how it might be used to differentiate teaching, set targets, and enhance pupils’ progress and learning |

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| Related Curriculum Area: PROFESSIONAL BEHAVIOURS **Teachers’ Standard:**  **TS8: Fulfil wider responsibilities**  **PART TWO: Personal and Professional Conduct** | |
| **Targets** | **Strategies (Actions)** |
| Take responsibility for and identify and meet own  professional development needs | * Maintain an up to date, organised, and reflective Teaching Progress Record (TPR) * Review personal progress against the Core Curriculum Framework (semester 1 and 2) and evidence for meeting the Teachers' Standards (from mid semester 2 onwards), documenting this in the TPR (semester 1 and 2) or Teachers' Standards Evidence File (by the end of semester 2) accordingly * Plan and share lesson plans with mentor in advance to enable them to review and offer feedback on these * Take increasing responsibility for setting the agenda for and driving weekly mentor meetings * Be pro-active in identifying and strengthening pedagogical and/or subject knowledge or addressing other professional development needs, e.g. through the lesson planning process, conducting independent research, attending school-based professional development sessions, coaching and other courses and by participating in wider networks * Engage in professional development, with clear intentions for this to impact on pupil outcomes * Identify strengths and areas for further development in own knowledge and pedagogical practice in preparation for ECT years |
| Be reflective about own practice in order to improve | * Reflect on own progress, recognising strengths and weaknesses, and identifying next steps for further improvement * Produce lesson evaluations which include reflection on own progress, learning, and development * Use reflections and lesson evaluations to inform future planning and personal target setting * Reflect upon the advice given by mentors and other colleagues to identify ways of improving own practice * Observe and reflect on the practice of expert colleagues to identify ways of improving own practice * Engage critically with research and reflect on its value and the evidence to critique own practice |
| Be open to mentoring and act upon advice and feedback given | * Be open and honest with mentor and other colleagues and listen carefully to what they have to say * Proactively seek challenge, feedback, and critique from mentor and other colleagues * Respond positively to and reflect on advice and feedback and use it to inform future planning, teaching, and improve own practice * Seek out opportunities for collaborative planning and teaching |
| Be creative and innovative and prepared to adapt practice | * Develop understanding of selected innovative practices (e.g. innovative uses of digital technologies, pedagogical approaches/models, different assessment methods) and their implications for teaching and learning, e.g. via conducting independent research, discussions with and observations of expert colleagues * Experiment with and critically appraise innovative practices and adapt and develop own practice accordingly |
| Communicate effectively  with parents and carers  and recognise the contribution parents and carers make to pupils’ development and attainment | * Discuss with pastoral staff the benefits of engaging with parents/carers, the contribution that they do and can make in supporting learning, teaching and attainment, and how the school encourages such contributions * Observe how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling * Attend and contribute to parents’/carers’ meetings or evenings * Discuss report writing with mentor and produce a sample of written reports for parents/carers * Communicate with parents/carers via pupil planner, letters or telephone calls (e.g. about their child’s attendance, behaviour, participation, progress, kit), as appropriate * Communicate with parents/carers over fixtures and out-of -school hours learning, taking opportunities to involve them where possible |
| Develop understanding of  the roles of colleagues, including those with specific responsibilities, and recognise the contribution they make to pupils’ development, well-being and achievement | * Speak with relevant colleagues (e.g. Learning Support Assistants, Technicians, Administrative and Reprographics Staff), including those with specific responsibilities (e.g. SENCO, Head of Year, Pastoral Lead) about their roles and responsibilities and how they support pupil learning * Reflect on how PE/Maths department colleagues contribute beyond their subject specialism to support pupils’ development, well-being and achievement |
| Ensure colleagues are appropriately involved in supporting learning | * Plan to use the skills and expertise of colleagues in lessons and brief them on the lesson learning objectives, content, and expectations * Involve colleagues in co-planning * Prepare teaching assistants for lessons, sharing all relevant details of lessons with them in advance, and ensure the support they provide is additional to, rather than a replacement for, support from the teacher * Reflect in Teaching Progress Record and lesson evaluations on how effectively colleagues were used to support pupil learning |
| Contribute positively to the wider school culture, working with colleagues as a team member, sharing responsibilities, and showing commitment to collaboration and co-operative working | * Attend and contribute to staff and department meetings and to discussions about school/department policies, practices and developments * Liaise with form tutor and agree specific pastoral and administrative tasks to assist with/contribute to, e.g. taking register, checking absences, delivering notices * Contribute to planning and delivering aspects of PSHE/Citizenship * Work closely with the SENCO and other professionals to support pupils with additional needs * Support expert colleagues with pastoral responsibilities, such as careers advice * Support colleagues by assisting with and contributing to assemblies, visits, fixtures and extra-curricular activities, as appropriate * Be ‘visible’ within staffroom and department and proactive in interacting with and supporting colleagues * Contribute to a variety of team teaching situations within and outside of lessons * Plan to and involve colleagues in a variety of ways to support pupil learning, teaching, and well-being |
| Develop awareness of legal requirements, national policies and guidance on safeguarding and promoting pupils’ well-being and know how to identify and support pupils experiencing difficulties, including who to contact and when to refer them for specialist support | * Discuss the requirements and policies relating to safeguarding children and young people with relevant colleagues, and follow these and all associated procedures carefully * Know who to contact with any safeguarding concerns and develop a clear understanding of the steps to take and what sorts of behaviour, disclosures, and incidents to report * Discuss the roles of specialist colleagues and external agencies with relevant colleagues and the circumstances under which to refer a pupil for specialist support |
| Develop a plan and strategies for managing personal workload and well-being | * Be aware of, and call on, as necessary, the many sources of support available at the University and in school to support good mental well-being * Observe how expert colleagues use and personalise systems and routines to support efficient time and task management * Familiarise yourself fully with the expectations, requirements, and any deadlines whilst on placement and work on these progressively and systematically over time * Focus on quality over quantity when undertaking University and school-based tasks, activities and assessments, i.e. try to work smarter than harder * Discuss and analyse with expert colleagues the importance of the right to support, e.g. to deal with misbehaviour * Set aside and protect time for rest, recovery, relaxation and leisure/recreation * Collaborate with fellow students and colleagues to support one another and, where appropriate, share the load of planning and teaching and make use of shared teaching resources |

## Appendix 3

### The Core Content Framework and The Teachers’ Standards

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| Related Curriculum Area: BEHAVIOUR **Related Teaching Standards:**  **TS1: Set high expectations which inspire, motivate and challenge pupils**  **TS7: Manage behaviour effectively to ensure a good and safe learning environment** | |
| **High Expectations**  **Learn that:**  1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  4. Setting clear expectations can help communicate shared values that improve classroom and school culture.  5. A culture of mutual trust and respect supports effective relationships.  6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.  **Learn how to:**  **Communicate a belief in the academic potential of all pupils, by:**  • Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Using intentional and consistent language that promotes challenge and aspiration.  • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.  • Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.  **Demonstrate consistently high behavioural expectations, by:**  • Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).  • Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.  • Acknowledging and praising pupil effort and emphasising progress being made.  **Managing Behaviour**  **Learn that:**  1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.  2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.  3. The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.  4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.  5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.  6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).  7. Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.  **Learn how to:**  **Develop a positive, predictable and safe environment for pupils, by:**  • Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  • Working 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).  • Giving manageable, specific and sequential instructions.  • Checking pupils’ understanding of instructions before a task begins.  • Using consistent language and non-verbal signals for common classroom directions.  • Using early and least-intrusive interventions as an initial response to low level disruption.  **Establish effective routines and expectations, by:**  • Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).  • Reinforcing established school and classroom routines  **Build trusting relationships, by:**  • Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Responding consistently to pupil behaviour.  • Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.  **Motivate pupils, by:**  • Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.  • Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.  • Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. | **Teachers’ Standards**  **TS1: Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment * encourage pupils to participate and contribute in an atmosphere conducive to learning * set appropriately high expectations * set goals that stretch and challenge pupils * develop a rapport with pupils * engage pupils in their learning * demonstrate positive attitudes, values and behaviour * support the ethos of the school * demonstrate enthusiasm for working with children and young people and for teaching and learning   **TS7. Manage behaviour effectively to ensure a good and safe learning environment**   * work within the school’s framework for behaviour and apply rules and routines consistently and fairly * have high expectations and apply a range of strategies to promote positive behaviour in the context of the school’s policy using sanctions and rewards, including praise, in order to create an environment supportive of learning and promote positive behaviour * understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management * understand how barriers to learning can impact on pupil behaviour and apply strategies to address these, working alongside experienced teachers and support staff as appropriate * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary * understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes |

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| Related Curriculum Area: CURRICULUM **Related Teachers’ Standard:**  **TS3: Demonstrate good subject and curriculum knowledge** | |
| **Subject and Curriculum**  **Learn that:**  1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.  5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.  9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.  **Learn how to:**  **Deliver a carefully sequenced and coherent curriculum, by:**  • Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.  • Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.  • 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.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.  • Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.  • Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).  • Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.  **Support pupils to build increasingly complex mental models, by:**  Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.  • Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Drawing explicit links between new content and the core concepts and principles in the subject.  **Develop fluency, by:**  • Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).  **Help pupils apply knowledge and skills to other contexts, by:**  • Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.  **Develop pupils’ literacy, by:**  • Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.  • Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.  • Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.  • Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).  • Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.  • Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). | **TS3. Demonstrate good subject and curriculum knowledge**   * have secure subject and pedagogical knowledge and understanding to teach secondary PE effectively * know how learning progresses within the secondary age range and across the subject * foster and maintain pupils’ interest in the subject, and address misconceptions * are able to respond appropriately to subject specific questions which learners ask * use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in PE * recognise the need to extend and update their subject and pedagogical knowledge * demonstrate a critical understanding of developments in the subject * understand the need to promote high standards of communication in all lessons * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English |

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| Related Curriculum Area: PEDAGOGY **Related Teachers Standards:**  **TS2: Promote good progress and outcomes by pupils**  **TS4: Plan and teach well-structured lessons**  **TS5: Adapt teaching to the strengths and needs of all** | |
| **How Pupils Learn**  **Learn that:**  1. Learning involves a lasting change in pupils’ capabilities or understanding.  2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.  4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.  5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.  6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.  7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.  9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.  **Learn how to:**  Avoid overloading working memory, by:  • Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce.  • Discussing and analysing with expert colleagues how to reduce 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).  And - following expert input - by taking opportunities to practise, receive feedback and improve at:  • Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).  Build on pupils’ prior knowledge, by:  • Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.  • Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.  Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).  **Increase likelihood of material being retained, by:**  • Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.  • Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.  • Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).  **Classroom Practice**  **Learn that:**  1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.  5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.  6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.  7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.  8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.  11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.  **Learn how to**  **Plan effective lessons, by:**  • Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.  • Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.  • Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.  • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.  **Make good use of expositions, by:**  • Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Starting expositions at the point of current pupil understanding.  Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.  Model effectively, by:  • Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).  And - following expert input - by taking opportunities to practise, receive feedback and improve at:  • 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).  • Exposing potential pitfalls and explaining how to avoid them.  **Stimulate pupil thinking and check for understanding, by:**  • Discussing and analysing with expert colleagues how to consider 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).  • Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Planning activities around what you want pupils to think hard about.  • Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).  **Adaptive Teaching**  **Learn that:**  1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.  4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.  5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.  6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.  7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.  **Learn how to:**  Develop an understanding of different pupil needs, by:  • Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Identifying pupils who need new content further broken down.  • Making use of formative assessment.  • Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.  **Provide opportunity for all pupils to experience success, by:**  • Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.  • Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.  **Meet individual needs without creating unnecessary workload, by:**  • Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Making use of well-designed resources (e.g. textbooks).  • Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge  • Building in additional practice or removing unnecessary expositions.  • Reframing questions to provide greater scaffolding or greater stretch.  **Group pupils effectively, by:**  • Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.  • Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. | **TS2. Promote good progress and outcomes by pupils**   * understand how teachers are accountable for the attainment, progress and outcomes of pupils * have taken responsibility for this with guidance from the usual class teacher or other professional * take account of pupils’ prior attainment when constructing short and medium term plans * teach with an understanding of, and provision for, pupil progression taking into account prior achievement * support pupils in reflecting on their learning and identifying their progress and emerging learning needs * encourage pupils to take a responsible and conscientious attitude to their own work and study * know and understand how pupils learn and how this impacts on teaching * devise suitable opportunities for learners to evaluate and improve their performance * are able to explain how effective teaching strategies are informed by an understanding of how pupils learn * plan teaching and learning activities which encourage independent and autonomous learning, so that all groups of pupils make progress   **TS4. Plan and teach well-structured lessons**   * employ a range of teaching strategies and resources * impart knowledge and develop understanding through effective use of lesson time * plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest & positive attitudes * maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners * create an environment in which the learners are engaged   **TS5. Adapt teaching to respond to the strengths and needs of all pupils**   * understand how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * 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 * recognise the different needs and strengths of pupils and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential * are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers * begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate * show awareness of how children and young people develop and take account of this in their teaching * understand the challenges and opportunities of teaching in a diverse society * 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 |

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| Related Curriculum Area: ASSESSMENT **Related Teachers’ Standard:**  **TS6: Make accurate and productive use of assessment** | |
| **Assessment**  **Learn that:**  1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.  3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.  4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.  5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  6. Over time, feedback should support pupils to monitor and regulate their own learning.  7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.  Learn how to:  **Avoid common assessment pitfalls, by:**  • Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).  • Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).  Check prior knowledge and understanding during lessons, by:  • Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Using assessments to check for prior knowledge and pre-existing misconceptions.  Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  • Monitoring pupil work during lessons, including checking for misconceptions.  **Provide high-quality feedback, by:**  • Discussing and analysing with expert colleagues how 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).  • Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.  • Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Focusing on specific actions for pupils and providing time for pupils to respond to feedback.  **Make marking manageable and effective, by:**  • Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.  • Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.  • Discussing and analysing with expert colleagues how 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) and deconstructing this approach.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Using verbal feedback during lessons in place of written feedback after lessons where possible.  • Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).  • Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. | **TS6. Make accurate and productive use of assessment**   * understand the statutory assessment requirements for PE within the secondary age range * are able to make broadly accurate assessments against national benchmarks * use of a range of formative and summative assessment strategies, designed to support pupils in making progress * deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary * understand how school and pupil level summative data is used to set targets for groups and individuals * use relevant data to monitor progress, set targets, and plan subsequent lessons * use that knowledge, with guidance from experienced teachers, to monitor progress in the groups to maintain accurate records and set new targets for individuals and groups * give pupils regular feedback, both orally and through accurate and constructive marking, and encourage pupils to respond to the feedback to help them to make progress |

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| Related Curriculum Area: PROFESSIONAL BEHAVIOURS **Teachers’ Standard:**  **TS8: Fulfil wider responsibilities**  **PART TWO: Personal and Professional Conduct** | |
| **Learn that:**  Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.  4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.  5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.  6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.  7. Engaging in high-quality professional development can help teachers improve.  **Learn how to:**  **Develop as a professional, by:**  • Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.  • Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Strengthening pedagogical and subject knowledge by participating in wider networks.  • Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.  • Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.  • Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.  • Engaging critically with research and using evidence to critique practice.  **Build effective working relationships, by:**  • Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.  • Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach.  • Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.  • Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.  • Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).  • Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  • Preparing teaching assistants for lessons under supervision of expert colleagues.  **Manage workload and wellbeing, by:**  **•** Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.  • Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).  • Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**  • Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). | **TS8. Fulfil wider professional responsibilities**   * understand and are able to support the ethos of the school and contribute to the wider life of the school in appropriate ways * can build effective professional relationships with various colleagues and have the skills required to work collaboratively, and seek out and respond positively to advice * communicate with and direct any support staff deployed in their lessons * understand when to ask for information and advice from specialist staff about individual pupils with specific needs * are able to evaluate their own practice and identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets * recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being * communicate effectively at set points in the school year, including at parents’ evenings and through written reports * understand the need to communicate at other points in response to individual pupils’ emergent needs   **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 always observing proper boundaries appropriate to a teacher’s professional position   + having regard for the need to safeguard pupils’ 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 for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality. * Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |