|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Progress matrix - Placement 1** | | | | | |
| *This first section describes the columns in the Progress Matrix and gives some examples of what you are asked to include.* | | | | | |
| **The group of Standards being addressed** | | | | | |
| **Prompts** | **Meeting standards** | | | **The particular Standard against which you are making progress** | |
| The indicative prompts in this column give a clearer sense of what meeting this particular Standard is likely to involve.  It is better *not* to try to give evidence for each distinct prompt separately, as this can lead you towards a disconnected sense of your developing practice. Many of these prompts overlap and interconnect, and you should instead focus on the overall Standard. | The ‘Meeting Standard’ descriptors in this column are to help you, and other people also assessing you, to identify areas where you are on track, and to determine next areas for development.  These descriptors become more advanced in Placement 2, reflecting your progression from Placement 1.  [For Placement 3, rather than changing these descriptors, you are asked to identify, focus on and describe the development of a particular feature of your practice. This will represent your ‘enhanced practice’. You can read more about this in the mini-handbook and the Placement 3 Progress Matrix]. | | | In this column, you are asked to note down examples of your experience relevant to progress in this Standard, *with dates*: this could include the challenges you have faced; the problems you have addressed; examples of progress achieved. You will ideally add about 8-10 examples in total per week, across several standards. Some of these notes should reference to evidence such as:   * Subject knowledge audits * Planning documentation – lesson plans, medium term plans * Lesson resources * Lesson evaluations * Pupil assessment records, records of rewards and sanctions * Reflective documents * Lesson observations by mentors and tutors * Records of weekly mentor meetings * University assignments * Pupils’ work, including your feedback and evaluation   For example:  ***For S3****: Sound understanding and promoting of high literacy and numeracy skills. (Y7 and 8 Spanish) using mathematical skills to solve maths in Spanish, Vocab and translation tests - Spanish into English and vice versa, paying close attention to spelling in both languages ( Y7, 8 and 9 School File).*  ***For S5:*** *27.11.19[8M] Adaptation to the lesson occurred when I verbally checking to see if pupils know what to do in the practical. I verbally asked two pupils to see if they understood the instructions. As in the previous practical in class (Displacement of Group 7 Halogens) pupils were very confused as to what to do and did not understand, so I repeated the demonstration more slowly, focusing on the key points.* | In this column, you are asked to summarise the progress you have made against this Standard during this placement.  You are *also* asked to summarise aspects of your practice, related to this Standard, where you need or want to develop further in the next placement.  Here is an example of one aspect relating to Standard 2, from a Placement 3 Progress Matrix:  ***For S2:*** *I now approach my planning and design of class activities from the perspective of students e.g. do they know what this word means? Is there sufficient modelling of a worked example? Is there something that I could explain more clearly? This has become second nature to my planning and I believe the medium term planning structure developed* [*here*](https://docs.google.com/spreadsheets/d/1q7cxUR3l5v2OTERaZl98tPDP_WbfeAgb/edit#gid=117965714)*, requires that I always consider how to support lower and higher ability students.*  *In my next placement I want to explore activities to learn more about the ways that pupils are thinking about the topic, and what it means to them.* |
| **Prompts** | **Meeting standards** | | | **S3: Demonstrate good subject and curriculum knowledge** | |
| a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | *Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.*  *Can maintain pupils’ interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.*  *Can demonstrate awareness of developments and changes in subject and curriculum areas.*  *Promotes scholarship amongst pupils within subject and curriculum areas.*  *Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Planning and teaching** | | | | | |
| **Prompts** | **Meeting standards** | | | **S4: *Plan and teach well-structured lessons*** | |
| a) Impart knowledge and develop understanding through effective use of lesson time.  b) Promote a love of learning and children’s intellectual curiosity.  c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  d) Reflect systematically on the effectiveness of lessons and approaches to teaching  e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas. | *Can maintain the pace of the learning and the ability to respond flexibly to events.*  *Can adapt teaching in order to respond to the needs of pupils.*  *Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.*  *Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.*  *Evaluates and reflects in order to improve on own practice.*  *Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.*  *Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Planning and teaching** | | | | | |
| **Prompts** | **Meeting standards** | | | **S1: *Set high expectations which inspire, motivate and challenge pupils*** | |
| a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.  b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | *Is able to maintain a safe and stimulating environment that will engage and sustain pupils’ interest and learning.*  *Sufficient mutual respect established to allow learning and classroom organization*  *Demonstrates understanding of strategies to maintain a purposeful and safe learning environment.*  *Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.*  *Is able to demonstrate the positive attitudes, values and behaviour expected of pupils.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Planning and teaching** | | | | | |
| **Prompts** | **Meeting standards** | | | **S2: *Promote good progress and outcomes by pupils*** | |
| a) Be accountable for pupils’ attainment, progress and outcomes.  b) Plan teaching to build on pupils’ capabilities and prior knowledge.  c) Guide pupils to reflect on the progress they have made and their emerging needs.  d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | *Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils.*  *Shows awareness of school policy and practice.*  *Broadly accurate use of evidence gathered on pupils’ capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress.*  *Has an understanding of the progress and emerging needs of pupils.*  *Can guide pupils to reflect on the progress they have made and their emerging needs.*  *Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.*  *Can use targeted interventions to facilitate learning. Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Planning and teaching** | | | | | |
| **Prompts** | **Meeting standards** | | | **S7: *Manage behaviour effectively to ensure a good and safe learning environment*** | |
| a) Have clear rules and routines for behaviour in the classroom ,and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school’s behaviour policy  b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly  c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them  d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary | *Clear rules and routines for behaviour in the classroom applied in accordance with the school’s behaviour policy.*  *Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.*  *Expectations of behaviour are evident.*  *Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.*  *Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.*  *Can manage, involve and motivate classes using approaches which are appropriate to most pupils’ needs.*  *Can maintain relationships with pupils which create a supportive learning environment.*  *Is able to exercise appropriate authority and act decisively when necessary.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Planning and teaching** | | | | | |
| **Prompts** | **Meeting standards** | | | **S5: *Adapt teaching to respond to the strengths and needs of all pupils*** | |
| a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.  c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | *Lessons show evidence of having considered individual learning and differentiation strategies that address them.*  *Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils’ ability to learn, and can adapt teaching to help overcome these.*  *Understanding is shown of the challenges and opportunities of teaching in a diverse society.*  *Can show awareness of how physical, social and intellectual development can influence pupils’ educational outcomes.*  *Can demonstrate a clear understanding of the diverse needs of pupils.*  *Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Assessment** | | | | | |
| **Prompts** | **Meeting standards** | | | **S6: *Make accurate and productive use of assessment*** | |
| a) Know and understand how to assess the relevant subject and  curriculum areas, including statutory assessment requirements  b) Make use of formative and summative assessment to secure pupils’ progress  c) Use relevant data to monitor progress, set targets, and plan subsequent lessons  d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | *Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils.*  *Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks*  *Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.*  *Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching.*  *Records of pupil progress and attainment are maintained.*  *Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.*  *Can give pupils regular oral feedback, or accurate written comments.*  *Pupils are encouraged to respond to feedback.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **Wider Professional Responsibilities** | | | | | |
| **Prompts** | **Meeting standards** | | | **S8: Fulfil Wider Professional Responsibilities** | |
| a) Make a positive contribution to the wider life and ethos of the school  b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  c) Deploy support staff effectively  d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.  e) Communicate effectively with parents with regard to pupils’ achievements and well-being. | *Beginning to contribute positively to the wider life and ethos of the school.*  *Has an understanding of teachers’ legal responsibilities.*  *Understands the roles and responsibilities of colleagues.*  *Can utilise other colleagues’ expertise including those with responsibility for special needs and disabilities.*  *Can deploy support staff to facilitate pupil learning.*  *Evidence of effective consultation with support staff in planning and classroom delivery.*  *Engages with own professional development*  *Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements.*  *Can communicate with parents and carers about learners’ achievements and well-being.* | | | *Relevant experience: challenges faced; problems addressed; examples of progress achieved.* | *Summarise the progress you have made against this standard during this placement, and the areas that you need to focus on next.* |
| **PART TWO: Personal and Professional conduct:** | | | | | |
| **Prompts** | |  | **Tick those areas where you have met the expectations of your personal and professional conduct:** | | |
| * **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 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** * Teachers must maintain high standards of punctuality.   **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | |  | maintaining professional confidentiality | | |
|  | punctual and prepared for lessons | | |
|  | following procedures for reporting your own absence or lateness, and making suggestions for cover work for your classes | | |
|  | registering classes and coding absences | | |
|  | helping children and young people to become confident and successful learners | | |
|  | addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them | | |
|  | aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils | | |
|  | discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) | | |
|  | meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability | | |
|  | sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. | | |
|  | clear which of your own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations | | |
|  | taking responsibility for maintaining the quality of your teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues | | |
|  | dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance | | |
|  | demonstrating an understanding of the child protection procedures in the school | | |
|  | clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection | | |
|  | knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups | | |
|  | aware of cyber bullying, e-safety and appropriate use of personal data and social media | | |
|  | aware of fire procedures, health and safety measures, first aiders etc. | | |
|  | aware of your statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation | | |
|  | aware of any tensions or difficulties in the school as a whole or in the classes you teach, and know what to do about this | | |
|  | putting the well-being, development and progress of children and young people first | | |
|  | demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers | | |
|  | demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession | | |
|  | adheres to appropriate professional dress requirements for the context in which they are working | | |