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| **Progress matrix - Placement 3** | | | | | | |
| *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. | In the *last section* of this P3 progress matrix, you are asked to report on an area in which you have extended and enhanced your practice. This is an opportunity to identify and develop one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development. This could be, for instance:   * An evaluated scheme of work with one class, with resources including assessment materials, showing how lessons have been progressively adapted. * Plans and resources which demonstrate a distinctive approach to working with particular groups of young people, such as in disadvantaged areas, building on critical ideas about relevant, effective teaching and learning in your subject. * Application of the process and/or results of your Pupil Voice assignment to subsequent teaching and learning or other work in school.   *There are many other possible areas to focus on, and many ways to demonstrate your enhanced practice. As usual, discussion with your peers and tutor will be useful.* | | | 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 S7:*** *In all lessons I try to link the curriculum to real world contemporary issues, which in my experience engages pupils more effectively. I hope the combination of a calm-focused lesson beginning, a clear structure and provocative content provides a stimulating environment where students are more engaged in their learning.*  *For example, in teaching sugars to the A-Level microteaching group I begun two sessions with very clear starter activities that aimed to recall previous knowledge and set the context for further exploration of this topic – see Slide 1 and Slide 15* [*here*](https://docs.google.com/presentation/d/1uD9GizHFw9KtxsF_2wMZIZ5EWf7DtLG4cZovH7-8A3g/edit)*. These beginning activities set the tone for a productive lesson. In addition, I encouraged participants in this lesson to seek out objects from their home e.g. a plant, bread and vegetables, to bring to life the presence of sugars in our day to day lives, and to tease out the fact that carbohydrates aren’t just a source of energy, they also play key structural roles as in the case of cellulose. This brings in variation to online activities, creates some laughter and promotes positivity in the classroom – in my view this is conducive to behaviour for learning.* | 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 as an NQT.  For example:  ***For S4:*** *I have worked closely with my colleagues in the MFL Department to ensure that all resources and lessons were structured effectively and that the activities were modelled and scaffolded sufficiently, due to mixed abilities for some classes (Y7 and Y8 Spanish). With those classes, I ensured to always stimulate their intellectual curiosity by implementing a range of games and competition and ensure that the work is challenging yet accessible. I set appropriate homework in order to reinforce and consolidate previous knowledge, for example revision for vocab test, translations and reading comprehension. This then enables me as well as the individual pupils to reflect on their ability and areas for improvement.* | |
| **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 | *Good level of subject and curriculum knowledge.*  *Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings.*  *Demonstrates good awareness of developments and changes in subject and curriculum areas.*  *Promotes scholarship and further study to all pupils within subject and curriculum areas.*  *Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a range of strategies to put these into practice.* | | | *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. | *Knowledge is imparted through good lessons where pace is maintained and shows effective use of time.*  *Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.*  *Willing to take**risks to capture interest and make learning interesting.*  *Pupils can generally**see the relevance of their learning and this often stimulates their intellectual curiosity.*  *Plans homework which consolidates and reinforces knowledge and understanding.*  *Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.*  *Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.*  *Shows willingness to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils.*  *Collaborates with colleagues and has made contributions to curricular developments.* | | | *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. | *Able to adopt and adapt a range of effective approaches to establish a safe and stimulating environment to sustain pupils’ interest in learning.*  *Mutual respect allows for a range of approaches to learning and classroom organization.*  *Able to utilise a range of effective strategies to maintain a purposeful and safe learning environment.*  *Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.*  *Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all 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. | *Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons. Follows school policy and practice.*  *Well informed about the pupils’ capabilities and prior learning, drawing on focused assessment.*  *Plans are carefully annotated to support progression.*  *Has developed a sound understanding of the pupils’ progress and their emerging needs.*  *Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.*  *Has good knowledge and understanding of how pupils learn and a clear recognition of 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.*  *Able to use targeted interventions to facilitate learning for all groups. Checks pupils’ understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.*  *Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils’ responses.* | | | *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 are well-established and implemented consistently in accordance with the school’s behaviour policy.*  *Consistently reinforces good and courteous behaviour in the classroom and around the school. Maintains high expectations of pupils’ behaviour.*  *Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards*  *Has good 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.*  *Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs.*  *Understands how to challenge and motivate pupils where attainment is low. Makes timely and effective interventions to maintain good behaviour. Matters relating to pupil behaviour are addressed promptly thus boosting their learning.* | | | *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 good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning.*  *Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils’ ability to learn and can adapt teaching to help overcome these.*  *Has a good level of understanding of the challenges and opportunities of teaching in a diverse society.*  *Demonstrates a good awareness of how physical, social and intellectual development can influence pupils’ educational outcomes.*  *Demonstrates a good understanding of the diverse needs of most learners.*  *Is able to adapt teaching effectively, and evaluate it to meet the different needs of most 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. | *Uses well developed subject knowledge and accurate assessment of pupils’ prior skills, knowledge and understanding to plan effectively and set challenging tasks.*  *Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments.*  *Makes effective frequent use of a range of formative and summative assessment strategies 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.*  *Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time.*  *Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.*  *Assesses pupils’ progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve.*  *Uses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive 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. | *Is proactive about making a positive contribution to the life and ethos of the school.*  *Has a sound understanding of teachers’ legal responsibilities.*  *Consults with the different colleagues as appropriate knowing when to draw on their help and advice.*  *Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.*  *Able to deploy support staff effectively to facilitate pupil learning for all groups*  *Evidence of collaborative work with support staff to facilitate pupils’ learning.*    *Takes responsibility for their own learning and professional development.*  *Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.*  *Communicates well 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 | | | |
| **Extending your practice as a teacher** | | | | | | |
| Summarise here how you have **extended your practice**, for example by identifying and developing one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development as a teacher. Examples are suggested on the first page of this Progress Matrix. Please refer to evidence in your RoAD and School File where appropriate, but also extend this document by scanning relevant pages into this Progress Matrix before submitting on Blackboard. | | | | | | Link to Standards if appropriate |
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