


4.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.


			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	YELLOW				
Review point 2	By end of week 6	GREEN				
Final review	By end of block	BLUE				

Strand A	BM Behaviour management	High expectations (S1)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Establishes a safe classroom environment.						
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						


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Strand A	 Behaviour management	Managing behaviour effectively (S7)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Has developed positive, trusting teacher-pupil relationships which underpin teacher authority						
Pupils demonstrate a shared understanding of rules and routines for behaviour and feel secure in the expectations of them						
Responds to incidents in accordance with the wider school policies and procedures						
Demonstrates an awareness of when to utilise colleagues and wider school management systems to support effective behaviour management						
Develop an understanding and use of extrinsic and intrinsic motivations and rewards and use that are suitable to the needs of pupils and in line with school policy						
Deploys rewards and sanctions consistently and predictably						
Engages with support and advice from experienced teachers to develop their understanding and knowledge about effective behaviour for learning						
Establishes a supportive and inclusive environment, utilising rewards and sanctions effectively, including appropriate adaptations for pupils with special educational needs.						
Makes effective early interventions to maintain good discipline, including non-verbal signals, low intrusion responses and clear communication or instructions.						
Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning and maintaining pupil self-esteem.						
Uses effective class management approaches which enables a good levels of pupil motivation and engagement in lessons.						
Manages and challenges the class appropriately by checking for understanding and giving manageable, sequential instructions for tasks.						
Demonstrates a good awareness of the research and evidence around managing pupil and classroom behaviour and uses this to inform their own approaches in the classroom						


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Strand B	 Pedagogy and planning	How pupils learn (S2)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
Follows school teaching and learning policies and practice to maximise learning and progress.						
Utilises knowledge of pupils' prior learning, knowledge and assessment to inform planning.						
Shows knowledge and understanding of how pupils learn and recognition of the need to avoid overloading the working memory in lesson planning						
When planning, breaks complex or new material into smaller steps to reduce working memory demand or potential misconceptions.						
Makes relevant links to what pupils already know as part of teaching and building on this in what is being taught.						
Uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning						
Knows when to provide scaffolding, practice and repetition to support learners and when to reduce this to develop more secure knowledge and to increase challenge						
Engages with experienced mentors and teachers to build upon their knowledge and understanding of effective planning and pedagogy						
Sequences lessons to build upon prior knowledge and foundational knowledge prior to more complex content.						
Is able to use targeted interventions to facilitate learning for most groups.						
Checks pupils' understanding and regularly adapts teaching to respond to the strengths and needs of all pupils.						
Future planning is adapted, based upon the impact of teaching, to challenge and support progression in future lessons.						
Demonstrates their knowledge of research, literature and taught course support about how children learn when planning and delivering lessons						


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Strand B	 Pedagogy and planning	Classroom practice (S4)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
Lesson pace is well maintained and shows constructive use of time.						
Shows confidence in adapting teaching and support in order to respond to the needs of pupils, based upon knowledge of effective planning						
Plans and utilises a range of pedagogical strategies, including paired and group work, to support pupil understanding, engagement and learning						
Plans and utilises high-quality questioning across a lesson e.g. to check prior knowledge, assessing understanding, extend answers and breaking down new ideas or concepts.						
Plans and uses effective modelling, examples and scaffolding to help pupils understand new concepts, ideas and knowledge.						
Plans and considers misconceptions and potential issues and how to respond to these						
Plans and uses talk effectively to aid ideas, understanding and vocabulary development						
Interactions are planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations and contexts.						
Enables critical thinking and problem solving by removing support and guidance and setting more challenging tasks as pupil expertise increases						
Willing to take risks to capture interest and make learning interesting and stimulate pupils' thinking						
Pupils can see the relevance of their learning and this often stimulates their intellectual curiosity.						
Plans homework which consolidates and reinforces knowledge and understanding and helps pupils appreciate the need to revisit learning						
Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils.						
Collaborates positively with colleagues and has made contributions to curricular developments and planning.						
Engages with professional discussions, recent research and evidence about effective planning and teaching to influence and improve their own skills and knowledge in this						

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Strand B	 Pedagogy and planning	Adaptive teaching (S5)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
Lessons show evidence of having considered different learning needs and employ effective differentiation strategies to address these.						
Accommodates differences between pupils through understanding barriers to learning and the range of factors that can inhibit pupils' ability to learn.						
Sources support and guidance from experienced teachers and experts such as SENDCo and senior leaders, to build upon their understanding and knowledge of effective inclusion provision and strategies						
Demonstrates flexibility in groupings, resource support and additional adult deployment in order to meet the needs of different learners.						
Is able to ask advice of expert colleagues, such as the mentor, SENDCo, DSL or other senior leaders to ensure that pupil needs are best met.						
Maintains challenge and motivation for different groups of learners through effective adaptation and planning based on their needs						
Utilises relevant and useful resources to support the learning of all groups of pupils						
Plans and adapts teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability whilst maintaining challenge and purposeful learning						
Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.						
Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society and how the specific context of their school demographic impacts this.						
Utilises recent research and evidence about effective inclusion and uses this to inform and influence their practical application						


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Strand C	 Subject and curriculum knowledge	Subject and curriculum knowledge (S3)	S3	Currently achieving	Currently achieving	Currently achieving
Demonstrates a good level of subject knowledge across the curriculum						
Is clear about the focus concepts, knowledge, skills and principles of each lesson, in relation to the subject area and the National Curriculum.						
Seeks out various subject experts to support and build upon their skills, knowledge and understanding of the progression of different primary subjects across the curriculum						
Identifies prior and existing knowledge and make links to prior learning in the National Curriculum						
Carefully sequences teaching to build upon prior knowledge and skills to secure understanding						
Provides clear teaching that supports pupils to understand the targeted concepts, knowledge and skills in the lesson so progress is made						
Anticipates possible/common misconceptions and breaks learning down into relevant episodes/chunks to address this						
Develops fluency in the targeted learning through the use of strategies such as retrieval, spaced practice and the shift from concrete/visual to abstract examples						
Models and utilises high-quality spoken standard English, language and high-quality vocabulary in teaching the curriculum						
Encourages critical thinking and sound understanding by ensuring pupils have relevant domain-specific knowledge first						
Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.						
Uses and applies the school approach to teaching early reading and phonics						
Demonstrates an awareness and understanding of relevant research-informed teaching and development across different curriculum areas and/or the school setting						
Is able to consolidate and build upon the knowledge and skills acquired in taught course sessions by applying this in the classroom across the specific primary subject						


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Strand D	A Assessment	Accurate and productive use of assessment (S6)	S6	Currently achieving	Currently achieving	Currently achieving
	Demonstrates that they know how to assess pupils' prior skills, knowledge and understanding e.g. NC links, looking at previous work, using class data/school tracking systems, questioning, AfL					
	Uses previous assessment knowledge to inform and plan appropriately lessons.					
	Plans AfL, linked to the learning objective, so opportunities to assess understanding, misconceptions and progress in lessons are regularly used.					
	Responds to AfL and formative assessments in lessons, to ensure that pupils are making progress against the learning objective					
	Responds to misconceptions or issues in a lesson by being flexible and adaptive to emerging needs					
	Uses a range of written/verbal feedback methods, appropriate to the age of pupils, to give regular and constructive feedback to support progress.					
	Provides pupils with regular and constructive feedback in line with school policy.					
	Pupils are encouraged and given time to respond to constructive feedback (oral and/or written)					
	Can give examples of how they have secured progression for groups of pupils.					
	Outcomes of pupil progress and achievement against the intended learning are used to inform future planning.					
	Uses relevant data to monitor progress, set targets and plan subsequent lessons.					
	Has a developing awareness of statutory assessment requirements and school assessment systems					
	Builds upon their taught course sessions and research based understanding of effective assessment through practical application and professional discussions with those supporting assessment in the class and across the wider school					

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Strand E	 Professional behaviours	Fulfil wider professional responsibilities (S8) <div>S8</div> <div>Part 2</div>	Currently achieving	Currently achieving	Currently achieving
Has a clear understanding of a teachers' legal responsibilities and Part 2 of the Teachers' Standards.					
Is positive about and makes efforts to contribute to the wider life and ethos of the school.					
Is willing to consult with different colleagues, internally and externally, as appropriate knowing when to draw on their help and advice to support effective lesson delivery.					
Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.					
Engages with professional dialogue about teaching and/or learning, to improve their professional skills, knowledge and understanding.					
Deploys support staff effectively to facilitate learning for groups of pupils during different lesson episodes.					
Demonstrates collaborative work with support staff to facilitate pupils' learning before and during lessons.					
Engages with their own learning and professional development. Is aware of own strengths and development areas and is proactive in addressing these.					
Shows willingness to take advice and feedback from colleagues and engage in discussion about and target setting to secure improvements in professional practice.					
Communicates effectively with parents and carers about learners' achievements, progress and wellbeing.					
Is willing to critique, debate and evaluate recent research and theory in relation to actual teaching and learning practice and use this to improve their teaching					

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Strand E	 Professional behaviours	Part Two of the Teachers' Standards	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> 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. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>						

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