

## CHALLENGING A HIGH ACHIEVING TRAINEE – SUGGESTED FOCUS AREAS

### (IN ADDITION TO THE 'PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK' STATEMENTS)

<p><b>Strand A - BM</b></p> <p><b>S1 &amp;S7</b></p>	<p>Consistently uses innovative and creative approaches to stimulate and sustain pupils' interest in learning</p> <p>Set highly effective expectations and goals which stretch and challenge all pupils, creating a challenging curriculum</p> <p>Impact significantly on pupils' life chances through the approaches used, particularly those children from disadvantaged backgrounds</p> <p>Promotes and develops a culture of perseverance and resilience in pupil approaches to learning and their future learning</p> <p>Establishes a highly supportive and inclusive environment to maximise learning opportunities for all</p> <p>Provides highly relevant and meaningful experiences which allows all pupils to achieve success</p> <p>Build highly effective relationships with parents to better understand pupils' individual circumstances and tailor support to consistently meet their academic and behavioural expectations</p> <p>Support pupils to achieve long term goals and formulate an approach to learning that improves their life chances and skills</p> <p>Adapt school policy for own needs whilst still maintaining consistency.</p> <p>Participate in and assist with managing children outside the classroom e.g. at lunchtime, in the dining hall, on the playground, in assembly/ singing practice.</p> <p>Take responsibility for organising, structuring and setting up a classroom to suit the lesson – experiment with different classroom layouts and grouping.</p>
<p><b>Strand B – PP</b></p> <p><b>S2, S4 &amp;S5</b></p>	<p>Research or seek out opportunities to gain experience of teaching children with specific needs e.g. EAL, SEND, physical disabilities, specific emotional needs.</p> <p>Identify and plan short intervention programmes for pupils with specific needs, pupils eligible for pupil premium</p> <p>Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed</p> <p>Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment</p> <p>Provides pupils with clear, systematic and developmental feedback which enables pupils to reflect on and identify their achievement and contribute to longer-term target-setting.</p> <p>Demonstrates a sound understanding of cognitive load theory by planning teaching episodes that maximise the use of prior knowledge, avoid working memory overload and support transferal to long-term memory</p> <p>Interactions are carefully planned and support all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and contexts.</p> <p>Effectively balances exposition, repetition, practice and retrieval of critical knowledge and skills as standard in lessons</p> <p>Effectively and explicitly teaches pupils metacognitive strategies linked to subject knowledge to build independence and academic success</p> <p>Develops children's enthusiasm and intellectual curiosity through their planned sessions.</p> <p>Takes risks in order to make learning interesting</p> <p>Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language</p> <p>Creates consistently high-quality expectations for all groups of pupils to ensure that they have access to a rich curriculum</p> <p>Allow time and space for children to challenge themselves and develop critical thinking skills – develop and test theories, hypothesise, discuss ideas and collaborate.</p> <p>Share aspects of teaching and learning and pupil progress with other teaching adults and parents.</p> <p>Share inspiring ideas, plan for teams, develop schemes of work and lead on their delivery with a year group team.</p>

<p><b>Strand C – CSK</b></p> <p><b>S3</b></p>	<p>Demonstrate an excellent subject knowledge for the year group they are teaching and also the year group above and below.</p> <p>Effectively identifies and teaches the essential concepts, knowledge, skills and principles of the different National Curriculum subjects</p> <p>Utilises the school and class curriculum choices to provide high quality teaching approaches to ensure subject progression</p> <p>Promotes scholarly enquiry and interest in wider learning to all pupils</p> <p>Is able to use a range of strategies to model articulate English and teach within metacognition principles</p> <p>Demonstrates a thorough understanding of strategies for the teaching of early mathematics and consistently applies this knowledge to teach engaging and challenging learning opportunities</p> <p>Demonstrates a thorough understanding of strategies for the teaching of early reading and phonics and consistently applies this knowledge to teach engaging and challenging learning opportunities</p> <p>Effectively supports pupils to build increasingly complex mental models that build on previous knowledge.</p>
<p><b>Strand D – A</b></p> <p><b>S6</b></p>	<p>Use assessments over time to draw conclusions about pupil learning, progress and next steps</p> <p>Develops a good awareness of how formative assessments informs and feeds into summative school assessment systems</p> <p>Uses assessment data to effectively adapt and influence planning</p> <p>Has a strongly developing awareness of statutory assessment requirements and planning of lessons helps support pupils’ ability to demonstrate learning against these.</p> <p>Consistently uses staff, resources and differentiation to improve outcomes for all groups of learners</p> <p>Builds pupils’ ability to monitor, reflect upon and regulate their own learning</p> <p>Utilises effective and productive assessment techniques that inform and shape next steps to maximise learning</p> <p>Feedback to pupils’ is consistently used to improve pupil outcomes and build pupil understanding of their own next steps</p> <p>Personalise learning- ensure children are always aware of their next steps and communicate this consistently and regularly.</p> <p>Analyse assessment data to identify patterns of attainment and adapt teaching accordingly.</p> <p>Take a lead on short and/or medium term target setting for individuals and groups in English and maths.</p>
<p><b>Strand E – PB</b></p> <p><b>S8 and Part 2</b></p>	<p>Question their practice and make informed adjustments.</p> <p>Use their talents and skills to take responsibility for organising a club or activity for a different year group or KS (lunchtime/after school).</p> <p>Actively participate and contribute to INSET and staff training.</p> <p>Seek opportunities to observe other teachers and subject leaders.</p> <p>Plan/ lead/manage class assembly.</p> <p>Is highly responsive to coaching and mentoring and demonstrates this with sustained professional development and progress</p> <p>Uses highly effective profession relationships, including colleagues and other stakeholders, to ensure a collective approach to support pupil academic success and wellbeing</p> <p>Is a highly valued team player and offers ideas and suggestions based upon an understanding of evidence-based practice</p> <p>Is positive about strengthening their pedagogical and subject knowledge by actively taking opportunities offered to them or proactively seeking them</p> <p>Critically evaluates their own practice by comparison and reflection in relation to relevant research in the area</p>

