

Primary PGCE Trainee Portfolio 2020-21



'EMPOWERING

FUTURE

GENERATIONS'

Trainee:

University Tutor:

Tutor Group (Core) / Alliance (SD):

Alliance Lead (School Direct ONLY):

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TS4: PLAN AND TEACH WELL-STRUCTURED LESSONS

TS5: ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

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6.4 | TEACHERS' STANDARDS ASSESSMENT FRAMEWORK

TS1: SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

TS2: PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

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TS6: MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

TS7: MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE LEARNING ENVIRONMENT

TS8: FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

TS PART 2: PERSONAL AND PROFESSIONAL CONDUCT



What is the Trainee Portfolio?

Meeting the Teachers' Standards

The Teachers' Standards are DfE designated standards for all teachers in state schools (trainee teachers, newly qualified teachers (NQT) and main scale teachers. You are required to gather evidence of meeting each Teacher Standard during your training in order to be recommended for Qualified Teacher Status (QTS) at the end of the course. Additionally, in order to meet the requirements for QTS status there is a requirement that trainee teachers complete a taught ITT course that meets the ITT core curriculum content. Evidence of each of these aspects, plus completion of four academic assignments, is required to be recommended to the exam board for the award of PGCE with QTS.

This portfolio is the main document that will be used to assess your completion of the course requirements and evidence that you have met all of the Teacher Standards in order to be recommended for QTS. It is your professional responsibility to keep this as an accurate, up to date record at all times. It should also be made available to the university and school staff who are supporting you.

Gathering evidence for QTS

Evidence that will contribute to the assessment of your portfolio will be gathered through the opportunities and experiences provided during the course.

These will include:

- ① Logs of completion of the four masters-level academic assignments
- ① Logs of teaching and experiences that are assisting in your professional development and knowledge
- ① Logs of evidence and progress against the Teachers' Standards during each school experience placement
- ① Logs of feedback and targets being set and agreed by you and/or your mentor and that these are addressed to a competent standard over time
- ① Logs of National Curriculum subjects taught and independent learning or actions identified to improve your own teaching skills and knowledge

In addition to this portfolio, and to assist the assessment of your progress and attainment, you will also be expected to have evidence of:

- ① Accurate attendance logs from all school experience placements
- ① Records of your planning, teaching, assessing and reviewing in school experience files, as evidence of your engagement with the ITT course and professional competence in the roles required by a teacher.
- ① Records from school experiences to show that you have completed the tasks set within the school experience handbooks across the course.
- ① Assessment reports from school mentors as a record of your progress and attainment over time in each of the two major school experience blocks
- ① Your own reflections and action planning to build stronger evidence of the Teachers' Standards and develop your professional knowledge
- ① A log of your NQT transition document from trainee to NQT



SECTION 1

BEGINNING MY PGCE YEAR

1.1 | Trainee Initial Development Plan

Prior to PGCE course

Degree subject(s): <Type here>	A-Level subjects: <Type here>	Primary school experience: <Type here>
Other experience working with children: <i>(inc. supervising, clubs and any other relevant experience)</i> <Type here>	Other transferable skills/experiences/previous career roles: <Type here>	Hobbies, interests and/or talents: <Type here>

Preparation for your first school experience: professional development focus areas (from interview to Block 1 school experience)

a) Strengths: <i>(e.g. subjects, skills & knowledge. Draw from interview feedback, prior experiences and self-evaluation)</i>	b) Targets/areas for development: <i>(e.g. subject areas or lack of experiences. Draw from interview feedback and self-evaluation of skills, knowledge and experience)</i>	c) Additional professional development areas to address: <i>(inc. specific curriculum subject knowledge needed e.g. science subject knowledge)</i>	Actions <i>How will you address the targets identified in b) and c)?</i>	Date actioned/completed
<Type here>	<Type here>	<Type here>	<Type here>	__ / __ / __
<Type here>	<Type here>	<Type here>	<Type here>	__ / __ / __
<Type here>	<Type here>	<Type here>	<Type here>	__ / __ / __



SECTION 2

COURSE ATTENDANCE AND ASSIGNMENT LOGS

2.1 | Attendance Log Overview (All Trainees)

Taught course

This is a professional course with a great deal to cover in a short space of time. Therefore, attendance at all live and recorded taught course sessions is expected from all trainees. This will be monitored and should there be a concern about your level of attendance or engagement with the taught course then you may be asked to attend an 'attendance board' meeting with the programme directors as missed training may affect your completion of the ITT core curriculum. Absence due to illness should be reported in line with the reporting absence protocols, as outlined in the mini handbook.

School Experience: Overview of Attendance

Name of school experience	Dates of school experience	Total number of days in school <i>See supporting notes below*</i>	Number of absences <i>① DO log half (0.5) and full days (1)</i>	Have you uploaded your signed attendance log to TurnItIn at the end of this block?
BLOCK 1	02/11/20 – School Christmas holidays	0	0	No
SHORT BLOCK A (5 days)	04/01/21 – 08/01/21	0	0	No
SHORT BLOCK B (10 days)	25/01/21 – 05/02/21	0	0	No
SHORT BLOCK C (EPP – 10 days)	22/02/21 – 05/03/21	0	0	No
BLOCK 2	15/03/21 – 18/06/21	0	0	No
TOTAL NUMBER OF DAYS IN SCHOOL: <i>(Complete at the end of the course)</i>		0	HAVE ALL ATTENDANCE LOGS BEEN UPLOADED? <i>(Complete at the end of the course)</i>	No

*Supporting notes for 'Total number of days in school'

- ① **DO NOT** count bank holidays, university days, snow days or absences.
- ① **DO** count any days that you are directing and setting online or remote learning work for your pupils, as guided by your school mentor.
- ① **DO** count school inset/training days attended in school or online.

2.2 | Additional Attendance Log Overview for SD Alliance-led days

***SCHOOL DIRECT TRAINEES ONLY* - Complete for each assigned alliance-led day (red days on timetable) – NOT university-led days**

Date	Session focus	Session location	Session attendance	If 'Other', please add details... <i>e.g. attended ½ day due to appointment, staff training session</i>
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
__/__/__	<Type here>	Not specified	Not specified	N/A
TOTAL NUMBER OF ALLIANCE-LED DAYS IN SCHOOL: <i>(Complete at the end of the course)</i>			0	

2.3 | PGCE Written Assignments Log

Complete as soon as possible after your feedback and mark is released, but by no later than one week after that date.

Feedback given	EDUC 62800 Assignment A <i>Teaching, learning and assessment</i>	EDUC 62600 Assignment B <i>Reflection on professional practice</i>	EDUC 63600 Assignment C <i>Enquiry 1 literature review and project design</i>	EDUC 63800 Assignment D <i>Enquiry 2 project data, evaluation and analysis</i>
Strengths of assignment	<Type here>	<Type here>	<Type here>	<Type here>
Targets or areas to address	<Type here>	<Type here>	<Type here>	<Type here>
Mark awarded	0	0	0	0



SECTION 3

ONGOING EVIDENCE DURING SCHOOL EXPERIENCE

3.1 | Teacher Standards Log

Signposting evidence of meeting the Teacher Standards (TS) across the PGCE year during school experience

Please date (below) each time you can evidence a relevant sub-standard that you have met during each school experience. This should reflect your records and the evidence outlined within the weekly logs that you keep on each experience.

NB: You can date each sub-standard more than once within each school experience. Each sub-standard within the Teacher Standards (TS) should be clearly evidenced by the end of the course.

TS	BLOCK 1 (02/11/20 – Christmas 2020)	SHORT BLOCK A (04/01/21 – 08/01/21)	SHORT BLOCK B (25/01/21 – 05/02/21)	SHORT BLOCK C (EPP) (22/02/21 – 05/03/21)	BLOCK 2 (15/03/21 – 18/06/21)
1a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
1b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
1c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
2a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
2b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
2c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
2d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
2e	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
3a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
3b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
3c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
3d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
3e	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
4a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
4b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
4c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
4d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
4e	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>

TS	BLOCK 1 (02/11/20 – Christmas 2020)	SHORT BLOCK A (04/01/21 – 08/01/21)	SHORT BLOCK B (25/01/21 – 05/02/21)	SHORT BLOCK C (EPP) (22/02/21 – 05/03/21)	BLOCK 2 (15/03/21 – 18/06/21)
5a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
5b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
5c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
5d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
6a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
6b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
6c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
6d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
7a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
7b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
7c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
7d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
8a	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
8b	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
8c	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
8d	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
8e	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>
Part 2	<Type here>	<Type here>	<Type here>	<Type here>	<Type here>

3.2 | Curriculum Subjects Log

Ready to be an NQT – teaching the primary curriculum subjects during school experience

Keep a tally of the subjects that you teach during each school experience*. Try to teach a broad range of subjects and aim to have taught all curriculum areas by the end of the course. Sharing this document with a new mentor or school setting at the start of a new school experience may help mentors to arrange for you to teach subject areas that you have not yet had the chance to plan and teach.

**Less teaching will be expected or not possible on shorter blocks.*

Subject area	BLOCK 1 (02/11/20 – Christmas 2020)	SHORT BLOCK A (04/01/21 – 08/01/21)	SHORT BLOCK B (25/01/21 – 05/02/21)	SHORT BLOCK C (EPP) (22/02/21 – 05/03/21)	BLOCK 2 (15/03/21 – 18/06/21)
Maths	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
English	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Phonics	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Science	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Geography	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
History	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Music	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Art	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Design and Technology	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Drama	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
P.E.	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Religious Education	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
PSHCE	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Modern languages	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Computing	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions
Type a new subject here	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions



SECTION 4

SCHOOL EXPERIENCE: BLOCK 1

4.1 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Block 1. You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around teaching and classroom tasks.

NB: Click on an arrow below to view the relevant page in this document.

WEEKLY tasks

Complete 'TASKS AND TEACHING' *(as outlined in school experience handbook)*

Update 'ATTENDANCE LOG' *(signed by your mentor/school representative each week)*

 **Update 'TEACHER STANDARDS LOG'**

 **Update 'CURRICULUM SUBJECTS LOG'**

 **Complete 'TRAINEE WEEKLY LOG'**

INTERIM REVIEW tasks

REVIEW 1 (End of Week 3)

 **1st highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

 **Complete 1st 'INTERIM REVIEW MEETING'**

REVIEW 2 (End of Week 5)

 **2nd highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

 **Complete 2nd 'INTERIM REVIEW MEETING'**

By the END OF BLOCK 1 tasks

 **3rd highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

Organise 'PROFESSIONAL TUTOR MEETING' *(share progress/strengths/targets against the Teacher Standards)*

Ask mentor to complete 'END OF SCHOOL EXPERIENCE MENTOR REPORT' *(retain a copy for yourself)*

Submit completed 'ATTENDANCE LOG' to TurnItIn

4.2 | Trainee Weekly Logs

WEEK 1 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 2 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 3 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 4 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 5 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 6 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 7 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets to take forward to my next stage of learning	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

4.3 | Interim Review Meetings (Week 3 & Week 5)

To support with professional dialogue and development, your interim review meetings should address the following outcomes:

- ① To review and gain an overview of trainee's progress at key points in relation to attainment (see 4.4 | Teachers' Standards Assessment Framework);
- ① To celebrate strengths and successes;
- ① To identify gaps in Teachers' Standards evidence and consider opportunities, set relevant targets and plan support to address these.

WEEK 3 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)

Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No N/A
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? <i>(If yes, please ensure the alliance lead/university tutor has been notified.)</i>	No
Key strengths at this review point	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS
Key target areas for the next two weeks of placement	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS

WEEK 5 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)

Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No N/A
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? <i>(If yes, please ensure the alliance lead/university tutor has been notified.)</i>	No
Key strengths at this review point	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS
Key target areas for remaining weeks of placement	TS
<Type here>	TS
<Type here>	TS
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4.4 | Teachers' Standards Assessment Framework

Tracking my professional development by evidencing the Standards (complete during BLOCK 1)

- ① Discuss, agree and highlight as 'best fit' with your mentor then discuss outcomes with your university tutor/alliance lead.


Review point	Review date (approx.)	Highlighter colour	Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
			Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of WEEK 3	PINK	<Type here>	__/__/__	<Type here>	__/__/__
Review point 2	By the end of WEEK 5	TURQUOISE	<Type here>	__/__/__	<Type here>	__/__/__
Final review	By the end of the FINAL WEEK	BRIGHT GREEN	<Type here>	__/__/__	<Type here>	__/__/__

TS1: Set high expectations which inspire, motivate and challenge pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is able to maintain a safe and broadly stimulating environment. This engages and sustains some pupils' interest and learning. Sufficient mutual respect established to allow for a limited range of approaches to learning and classroom organisation. Sometimes demonstrates the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.	Establishes a safe classroom environment. Is able to adopt some approaches to establish a stimulating environment which sustains pupils' interest in learning. Mutual respect allows for an increasing range of approaches to learning and classroom organisation. Able to use strategies to maintain a purposeful and safe learning environment.	Consistently establishes a safe classroom environment. Uses innovative and creative* approaches to stimulate and sustain pupils' interest in learning. Mutual respect allows a wide range of approaches to learning and classroom organisation. Able to demonstrate a range of strategies that are innovative to establish and maintain a purposeful, safe learning environment.
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is, at times, able to set goals that consistently engage all pupils, including those from different backgrounds and those with special educational needs and/or disabilities.	Sets goals that motivate and enthuse most pupils, including those from different backgrounds and those with special educational needs and/or disabilities.	Sets goals that generate high levels of motivation, enthusiasm and challenge for, participation in and commitment to learning in all groups of pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Sometimes demonstrate the positive attitudes, values and behaviour expected of pupils.	Mostly demonstrates the positive attitudes, values and behaviour expected of pupils.	Consistently demonstrates the positive attitudes, values and behaviour expected of all pupils.


*NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS2: Promote good progress and outcomes by pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Be accountable for pupils' attainment, progress and outcomes.	<p>Can, on a simple level, evaluate and communication of the impact of teaching on learning outcomes for some groups of pupils.</p> <p>Shows some awareness of school policy and practice, but can lack uniformly and consistently following it.</p>	<p>Communicates informed evaluation of the impact of teaching on the attainment and progress of pupils in most lessons.</p> <p>Is beginning to develop an understanding of the pupils' progress and their emerging needs.</p> <p>Follows school policy and practice.</p>	<p>Systematically evaluates the impact of teaching, on groups of pupils in all lessons. Demonstrates a detailed understanding of the pupils' attainment, progress and their emerging needs in order to challenge pupils to make progress in learning.</p> <p>Understands and models school-level policy and practice and utilises other professional colleagues, such as teaching assistants, to support effective progress.</p> <p>Can provide examples of how sustained progression for all groups of learners has been secured.</p>
b) Plan teaching to build on pupils' capabilities and prior knowledge.	<p>Broadly appropriate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that most groups of learners make some progress.</p>	<p>Well informed about the pupils' capabilities and prior learning, drawing on prior knowledge and assessment.</p> <p>Plans are carefully annotated to support progression in future lessons.</p>	<p>Thorough understanding of pupils' capabilities and prior learning based on systematic use of focused assessment.</p> <p>Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment.</p>
c) Guide pupils to reflect on the progress they have made and their emerging needs (appropriate to age range).	<p>Has some understanding of progress and emerging needs of pupils.</p> <p>Uses a limited range of strategies to provide feedback, but can show inconsistent in setting targets to enable pupils to reflect on achievements and recognise next steps.</p>	<p>Has developed a good understanding of pupils' progress and their emerging needs.</p> <p>Provides regular and mostly clear feedback which enables pupils to recognise personal learning through self-review.</p>	<p>Identifies the personal progress and learning needs of all pupils.</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>
d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<p>Is beginning to develop a knowledge and understanding of how pupils learn and how to deal with barriers to learning.</p> <p>Is able to use a limited range of targeted interventions to facilitate learning for some groups. May be inconsistent in adapting teaching to respond to the strengths and needs of most pupils.</p>	<p>Shows a general knowledge and understanding of how pupils learn and recognition of how to deal with barriers to learning.</p> <p>Is able to use targeted interventions to facilitate learning for most groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p>	<p>Effectively and consistently uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning.</p> <p>Is routinely able to deploy targeted interventions to secure progress in learning for all groups. Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed.</p>
e) Encourage pupils to take a responsible and conscientious attitude to their own work & study.	<p>Sometimes can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</p>	<p>Sets clear expectations for responsible and conscientious attitudes to work and study which are reflected in the pupils' responses.</p>	<p>Sets high expectations for responsible and conscientious attitudes. Pupils are motivated to meet challenging expectations and work hard.</p>


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS3: Demonstrate good subject and curriculum knowledge

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	Can, at times, demonstrate appropriate subject knowledge. Is sometimes effective in maintaining pupil interest through teaching, supporting learner progression and addressing misunderstandings.	Demonstrates an appropriate level of subject knowledge across the curriculum. Is able to foster and maintain pupil interest in the curriculum, e.g. by planning and anticipating key learning and how misunderstandings may be addressed.	Demonstrates a sound and confident subject knowledge for teaching the primary curriculum. Fosters pupil interest through engaging lessons that break learning down into relevant episodes/chunks. Ensures progress in learning is made by all learners.
b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrates some awareness of developments and changes in the curriculum, particularly in English and maths. At times encourages wider learning and scholarship among pupils within the primary curriculum.	Demonstrates awareness of developments and changes in the curriculum, particularly English and maths. Encourages scholarship and further study to all pupils across the curriculum.	Demonstrates a thorough and reflective approach to developments in the curriculum. Promotes scholarly enquiry and interest in wider learning to all pupils.
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.	Lacks consistency in strategies for promoting high standards in literacy. Some limitations in the correct use of standard English (both oral and written). Insufficient modelling of articulate English.	Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English.	Demonstrates a well-established range of strategies for promoting high standards in literacy, articulacy and the correct use of standard English. Is able to use a range of strategies to model articulate English.
d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	The teaching of early reading is, at times, informed by an understanding of systematic synthetic phonics.	Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.	Effective teaching of early reading is founded on a clear understanding of the role systematic synthetic phonics plays in the development of pupils' reading skills.
e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Can, at times demonstrate understanding of strategies for the teaching of early mathematics.	Demonstrates a good understanding of strategies for the teaching of early mathematics. Increasingly applies this knowledge to teach clear learning opportunities in order to develop pupils' mathematical skills.	Demonstrates a thorough understanding of strategies for the teaching of early mathematics Consistently applies this knowledge to teach engaging and challenging learning opportunities in mathematics.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS4: Plan and teach well-structured lessons

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Impart knowledge and develop understanding through effective use of lesson time.	Sometimes can maintain the pace of the learning and the ability to respond flexibly to events. Shows some awareness of the need to adapt teaching to respond to the needs of pupils.	Lesson pace is well maintained and shows constructive use of time. Shows developing confidence in adapting teaching in order to respond to the needs of pupils.	Learning is evident through well-paced activities and an ability to respond flexibly to events. Shows confidence and ability in adapting teaching in order to respond to the needs of pupils.
b) Promote a love of learning and children's intellectual curiosity.	Employs some teaching strategies and resources which support pupils in developing their knowledge, skills, understanding and interests, but may lack consistency in doing this.	Interactions are mostly planned to allow learners to develop and apply knowledge, skills and understanding in 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.	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. Develops children's enthusiasm and intellectual curiosity through their planned sessions. Takes risks in order to make learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.
c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Homework is sometimes planned, but does not always provide opportunities for consolidation of learning. Some thought is given to the possibility of out-of-school learning.	Plans homework which generally consolidates and reinforces knowledge and understanding. Plans opportunities for out-of-class activities which are safe and generally relevant and suitable	Plans focused homework and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning Plans opportunities for out-of-class activities which are safe, relevant and suitable
d) Reflect systematically on the effectiveness of lessons and approaches to teaching.	Evaluates teaching and the success of activities at a basic level, but sometimes does not link this to progress in pupils' learning Can seek advice from colleagues on how to improve, but may be inconsistent or not always act on feedback and targets.	Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils. Generally shows reflective practice in discussion with colleagues, accepts and acts upon advice and support.	Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners to inform future planning, teaching and learning. Always tries to act upon advice and guidance to develop professional practice.
e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.	Collaborates positively with colleagues and has made contributions to curricular developments.	Has contributed competently to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS5: Adapt teaching to respond to the strengths and needs of all pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Lessons show some evidence of having considered individual learning needs, but employ a limited range of strategies that may not be fully effective in addressing them.	Lessons show evidence of having considered individual learning needs and employ some differentiation strategies to try to address these.	Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language. These reduce barriers to learning by addressing most of the learning needs of pupils.
b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Has some understanding of how a range of factors can inhibit pupils' ability to learn. Sometimes there may be adaptation of teaching to meet individual needs. Some understanding is shown of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn. Has a good understanding of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils. Reflective awareness of a range of factors that inhibit pupils' ability to learn, informs planning and teaching. Has a strongly developing insight to the challenges and opportunities of teaching in a diverse society.
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.	Can, at times, show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes.
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.	Has some understanding of the diverse needs of pupils. With support, is able to evaluate the different needs of pupils and, at times, adjusts teaching to meet these needs.	Demonstrates a developing understanding of the diverse needs of individual pupils. Has a basic understanding of how to plan and adapt teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability.	Employs their knowledge of the diverse needs of members of their class to cater well for individual pupils. Shows some creativity in adapting teaching to meet the needs of the range of learners in their class, such as Pupil Premium pupils, SEN, higher attaining and those with a disability.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS6: Make accurate and productive use of assessment

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	<p>With support, can identify and use opportunities to assess the subject knowledge of pupils.</p> <p>Demonstrates some knowledge of the statutory assessment requirements and, with guidance, can, at times, make accurate assessments against benchmarks.</p>	<p>Demonstrates that they generally know how to assess pupils' prior skills, knowledge and understanding. Uses this knowledge to plan appropriately lessons.</p> <p>Carries out formative assessment of relevant subject knowledge in lessons.</p> <p>Has some experience of working within the school framework to meet statutory assessment requirements.</p>	<p>Consistently demonstrates their understanding of strategies of assessment for learning. Uses this to plan appropriately challenging lessons. Accurate assessment of learner's prior skills, knowledge and understanding informs lesson planning.</p> <p>Formative and summative assessment carried out effectively.</p> <p>Has a strongly developing awareness of statutory assessment requirements.</p>
b) Make use of formative and summative assessment to secure pupils' progress.	<p>Can sometimes use appropriate opportunities for formative assessment to aid pupil progress.</p>	<p>Generally uses a range of assessment strategies to secure pupils' progress; can give examples of how they have secured progression for groups of pupils.</p>	<p>Uses a range of formative and summative assessment to secure progress which accommodates individual pupils' differences. Have enabled progress in learning for different groups of pupils, including (where appropriate) those with special educational needs and/or disabilities, within a lesson and over a sequence of lessons.</p>
c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.	<p>Can sometimes use relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are generally maintained.</p>	<p>Uses relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are kept up to date and used to inform future planning.</p> <p>Pupils are generally aware of their learning needs.</p>	<p>Uses a range of relevant data to monitor pupil progress and set targets. Planning is annotated to reflect changes and subsequent lesson planning is informed by how well pupils meet previous targets.</p> <p>Records of pupil progress and attainment are up to date, detailed and used to inform future planning and target setting;</p> <p>Assesses pupils' progress regularly and accurately. Learners know how well they have done and what they need to do to make further progress.</p>
d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<p>Sometimes gives pupils oral and/or written feedback appropriate to learning intentions.</p> <p>Can, at times, give feedback that supports pupils to respond to their next steps in learning.</p>	<p>Provides pupils with regular and constructive feedback in line with school policy.</p> <p>Pupils are generally encouraged to respond to constructive feedback (oral and/or written).</p>	<p>Uses a range of methods appropriate to the age of pupils, to give regular and constructive feedback to support progress.</p> <p>Provides opportunities to respond effectively to teacher feedback, which enables pupils to make progress in their future learning.</p>


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS7: Manage behaviour effectively to ensure learning environment

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
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.	<p>Rules and routines for behaviour in the classroom are sometimes applied in accordance with the school's behaviour policy</p> <p>Generally willing to take responsibility for promoting good and courteous behaviour in the classroom.</p>	<p>Rules and routines for behaviour are established and implemented increasingly consistently in accordance with the school's behaviour policy.</p> <p>Reinforces good and courteous behaviour in the classroom and is beginning to do so around the school.</p>	<p>Pupils demonstrate a shared understanding of rules and routines for behaviour which are implemented consistently in accordance with the school's behaviour policy. Clear presence of rules and routines in the daily classroom.</p> <p>Actively encourages pupils to behave well in the classroom and around the school. Displays high levels of courtesy and cooperation.</p>
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.	<p>Limited clarity of expectations of behaviour.</p> <p>Can, at times, establish an effective framework for discipline, although the use of praise, sanctions and reward can sometimes have a limited effect.</p> <p>Has a basic knowledge and understanding of how to tackle derogatory language such as racism and homophobia; and other forms of bullying.</p>	<p>Maintains clear expectations of pupils' behaviour.</p> <p>Establishes an effective framework for discipline, e.g. the use of praise, sanctions and rewards.</p>	<p>Sustains high expectations of pupils' behaviour which enables learning.</p> <p>Establishes and maintains a consistently effective framework for discipline using a wide range of strategies appropriate to the class.</p>
c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	<p>Class management is, at times, sufficient. Some appropriate approaches enable the motivation of some pupils.</p>	<p>Manages the class appropriately. Children are generally motivated to learn.</p>	<p>Effective class management enables a high level of pupil motivation, involvement and engagement throughout lessons.</p> <p>Employs appropriate approaches to manage and motivate different learners.</p>
d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	<p>Generally maintains relationships with pupils. Is developing a supportive learning environment.</p> <p>Can sometimes exercise authority, so that interventions are effective.</p>	<p>Has developed positive teacher-pupil relationships which underpin teacher authority.</p> <p>Makes effective interventions to maintain good discipline.</p>	<p>Positive relationships with pupils enables a challenging learning environment.</p> <p>Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning.</p>

NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS8: Fulfil Wider Professional Responsibilities

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Make a positive contribution to the wider life and ethos of the school	<p>Growing awareness of possibilities of how to make a contribution to the wider life and ethos of the school.</p> <p>Some understanding of a teachers' legal responsibilities.</p>	<p>Is positive about and makes efforts to contribute to the wider life and ethos of the school.</p> <p>Has a sound appreciation of a teachers' legal responsibilities.</p>	<p>Is proactive and has made a significant contribution to the wider life and/or ethos of their school.</p> <p>Has a clear understanding of teachers' legal responsibilities.</p>
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<p>Some understanding of the roles and responsibilities of colleagues.</p> <p>Can sometimes utilise other colleagues' expertise including those with responsibility for special needs and disabilities.</p>	<p>Is willing to consult with different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.</p>	<p>Effectively seeks out and consults with the different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Draws effectively on advice for colleagues. This advice is often then adapted to suit the needs of the class and individuals. Engages, at times, in a professional dialogue about teaching and/or learning.</p>
c) Deploy support staff effectively	<p>Is developing the ability to deploy support staff effectively to facilitate pupil learning.</p> <p>Can sometimes recognise opportunities to deploy support staff. Sometimes consults with support staff in planning lessons and classroom delivery.</p>	<p>Is generally able to deploy support staff effectively to facilitate learning for groups of pupils during different lesson episodes.</p> <p>Has shown evidence of collaborative work with support staff to facilitate pupils' learning before and during lessons.</p>	<p>Has formed effective professional relationships with support staff.</p> <p>Demonstrates collaborative working with and deployment of support staff to maximise the learning of all pupils throughout planning and all parts of the lesson.</p>
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<p>Has some capacity to identify own strengths and areas for development. At times, engages with own professional development.</p> <p>Shows some willingness to take advice and feedback from colleagues and to engage in discussion about improvements and areas for development.</p>	<p>Engages with their own learning and professional development. Is aware of own strengths and development areas.</p> <p>Shows clear willingness to take advice and feedback from colleagues and engage in discussion about and target setting for improvements and areas for development.</p>	<p>Is proactive in driving their own learning and professional development in order to improve teaching and learning.</p> <p>Is proactive and open to coaching and mentoring and respects the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice.</p>
e) Communicate effectively with parents with regard to pupils' achievements and wellbeing.	<p>Sometimes engages in communication with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates well with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates very effectively with parents and carers about learners' achievements and wellbeing. Parents are happy to communicate with them.</p>

NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS Part 2: 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:

- ① treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- ① having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- ① showing tolerance of and respect for the rights of others;
- ① 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;
- ① 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 in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Review point	Review date (approx.)	Met or Not Met?
Review point 1	By the end of WEEK 3	Not specified
Review point 2	By the end of WEEK 5	Not specified
Final review	By the end of the FINAL WEEK	Not specified

4.5 | Post-Block 1 Action Plan

What do I need to work on now?

The targets should be informed by your end of Block 1 mentor report, mentor/tutor feedback forms, the highlighted assessment framework and your reflection upon your own progress. This is a professional document that should be presented as such and show clear, concise targets that have clear actions to impact upon improving your practice.

Target areas from Block 1	Teachers' Standards	Actions to address the targets <i>(This should be specific and demonstrate how you will impact upon the target set)</i>	Identified opportunities to take these actions <i>(e.g. Identify opportunities during other school experience/ taught course, reading, independent actions/research)</i>	What would it look like if these actions are successful <i>(Be clear how evidence of progress can be demonstrated/assessed)</i>	Date achieved
<Type here>	<TS>	<Type here>	<Type here>	<Type here>	__/__/__
<Type here>	<TS>	<Type here>	<Type here>	<Type here>	__/__/__
<Type here>	<TS>	<Type here>	<Type here>	<Type here>	__/__/__



SECTION 5

SCHOOL EXPERIENCE: SHORT BLOCKS A/B/C

5.1 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Short Block A, B and C (EPP). You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around teaching and classroom tasks.

NB: Click on an arrow below to view the relevant page in this document.

WEEKLY tasks

Complete 'TASKS AND TEACHING' *(as outlined in school experience handbook)*

Update 'ATTENDANCE LOG' *(signed by your mentor/school representative each week)*

 **Update 'TEACHER STANDARDS LOG'**

 **Update 'CURRICULUM SUBJECTS LOG'**

 **Complete 'TRAINEE WEEKLY LOG'**

By the END OF each SHORT BLOCK tasks

Submit completed 'ATTENDANCE LOG' to TurnItIn

5.2 | SHORT BLOCK A: Trainee Weekly Log

WEEK 1 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Tasks and activities completed <i>See 'School Experience' handbook</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

Reflect upon any experiences, learning or feedback that has impacted on you this week *(with pupils, your mentor, prof tutor or other members of staff)*

<Type here>

5.3 | SHORT BLOCK B: Trainee Weekly Logs

WEEK 1 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Tasks and activities completed <i>See 'School Experience' handbook</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

Reflect upon any experiences, learning or feedback that has impacted on you this week *(with pupils, your mentor, prof tutor or other members of staff)*

<Type here>

WEEK 2 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Tasks and activities completed <i>See 'School Experience' handbook</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

Reflect upon any experiences, learning or feedback that has impacted on you this week *(with pupils, your mentor, prof tutor or other members of staff)*

<Type here>

5.4 | SHORT BLOCK C (EPP): Trainee Weekly Logs

WEEK 1 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Tasks and activities completed <i>See 'School Experience' handbook</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

Reflect upon any experiences, learning or feedback that has impacted on you this week *(with pupils, your mentor, prof tutor or other members of staff)*

<Type here>

WEEK 2 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Tasks and activities completed <i>See 'School Experience' handbook</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

Reflect upon any experiences, learning or feedback that has impacted on you this week *(with pupils, your mentor, prof tutor or other members of staff)*

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SECTION 6

SCHOOL EXPERIENCE: BLOCK 2

6.1 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Block 2. You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around teaching and classroom tasks.

NB: Click on an arrow below to view the relevant page in this document.

WEEKLY tasks

Complete 'TASKS AND TEACHING' *(as outlined in school experience handbook)*

Update 'ATTENDANCE LOG' *(signed by your mentor/school representative each week)*

 **Update 'TEACHER STANDARDS LOG'**

 **Update 'CURRICULUM SUBJECTS LOG'**

 **Complete 'TRAINEE WEEKLY LOG'**

INTERIM REVIEW tasks

REVIEW 1 (End of Week 3)

 **1st highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

 **Complete 1st 'INTERIM REVIEW MEETING'**

REVIEW 2 (End of Week 6)

 **2nd highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

 **Complete 2nd 'INTERIM REVIEW MEETING'**

By the END OF BLOCK 2 tasks

 **3rd highlight of Teacher Standards on 'TEACHER STANDARDS ASSESSMENT FRAMEWORK'**

Organise 'PROFESSIONAL TUTOR MEETING' *(share progress/strengths/targets against the Teacher Standards)*

Ask mentor to complete 'END OF SCHOOL EXPERIENCE MENTOR REPORT' *(retain a copy for yourself)*

Submit completed 'ATTENDANCE LOG' to TurnItIn

6.2 | Trainee Weekly Logs

WEEK 1 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 2 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 3 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 4 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 5 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 6 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 7 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 8 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 9 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>

Year group(s): <Type here>

Week beginning: __/__/__

Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 10 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

WEEK 11 LOG

① Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School: <Type here>	Year group(s): <Type here>	Week beginning: __/__/__
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<TS>	<Type here>	<TS>

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets to take forward to my next stage of learning	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards
<Type here>	<TS>	<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>
		<Type here>	<Type here>	<TS>

6.3 | Interim Review Meetings (Week 3 & Week 6)

To support with professional dialogue and development, your interim review meetings should address the following outcomes:

- ① To review and gain an overview of trainee's progress at key points in relation to attainment (see 6.4 | Teachers' Standards Assessment Framework);
- ① To celebrate strengths and successes;
- ① To identify gaps in Teachers' Standards evidence and consider opportunities, set relevant targets and plan support to address these.

WEEK 3 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)

Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No N/A
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? <i>(If yes, please ensure the alliance lead/university tutor has been notified.)</i>	No
Key strengths at this review point	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS
Key target areas for the next three weeks of placement	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS

WEEK 6 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)

Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No N/A
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? <i>(If yes, please ensure the alliance lead/university tutor has been notified.)</i>	No
Key strengths at this review point	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS
Key target areas for remaining weeks of placement	TS
<Type here>	TS
<Type here>	TS
<Type here>	TS

6.4 | Teachers' Standards Assessment Framework

Tracking my professional development by evidencing the Standards (complete during BLOCK 2)

- ① Discuss, agree and highlight as 'best fit' with your mentor then discuss outcomes with your university tutor/alliance lead.


			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approx.)	Highlighter colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of WEEK 3	PINK	<Type here>	__/__/__	<Type here>	__/__/__
Review point 2	By the end of WEEK 6	TURQUOISE	<Type here>	__/__/__	<Type here>	__/__/__
Final review	By the end of WEEK 10	BRIGHT GREEN	<Type here>	__/__/__	<Type here>	__/__/__

TS1: Set high expectations which inspire, motivate and challenge pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM		
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	<p>Is able to maintain a safe and broadly stimulating environment. This engages and sustains some pupils' interest and learning.</p> <p>Sufficient mutual respect established to allow for a limited range of approaches to learning and classroom organisation.</p> <p>Sometimes demonstrates the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Establishes a safe classroom environment.</p> <p>Is able to adopt some approaches to establish a stimulating environment which sustains pupils' interest in learning.</p> <p>Mutual respect allows for an increasing range of approaches to learning and classroom organisation.</p> <p>Able to use strategies to maintain a purposeful and safe learning environment.</p>	<p>Consistently establishes a safe classroom environment. Uses innovative and creative* approaches to stimulate and sustain pupils' interest in learning.</p> <p>Mutual respect allows a wide range of approaches to learning and classroom organisation.</p> <p>Able to demonstrate a range of strategies that are innovative to establish and maintain a purposeful, safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	<p>Is, at times, able to set goals that consistently engage all pupils, including those from different backgrounds and those with special educational needs and/or disabilities.</p>	<p>Sets goals that motivate and enthuse most pupils, including those from different backgrounds and those with special educational needs and/or disabilities.</p>	<p>Sets goals that generate high levels of motivation, enthusiasm and challenge for, participation in and commitment to learning in all groups of pupils.</p>
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<p>Sometimes demonstrate the positive attitudes, values and behaviour expected of pupils.</p>	<p>Mostly demonstrates the positive attitudes, values and behaviour expected of pupils.</p>	<p>Consistently demonstrates the positive attitudes, values and behaviour expected of all pupils.</p>


*NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS2: Promote good progress and outcomes by pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Be accountable for pupils' attainment, progress and outcomes.	<p>Can, on a simple level, evaluate and communication of the impact of teaching on learning outcomes for some groups of pupils.</p> <p>Shows some awareness of school policy and practice, but can lack uniformly and consistently following it.</p>	<p>Communicates informed evaluation of the impact of teaching on the attainment and progress of pupils in most lessons.</p> <p>Is beginning to develop an understanding of the pupils' progress and their emerging needs.</p> <p>Follows school policy and practice.</p>	<p>Systematically evaluates the impact of teaching, on groups of pupils in all lessons. Demonstrates a detailed understanding of the pupils' attainment, progress and their emerging needs in order to challenge pupils to make progress in learning.</p> <p>Understands and models school-level policy and practice and utilises other professional colleagues, such as teaching assistants, to support effective progress.</p> <p>Can provide examples of how sustained progression for all groups of learners has been secured.</p>
b) Plan teaching to build on pupils' capabilities and prior knowledge.	<p>Broadly appropriate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that most groups of learners make some progress.</p>	<p>Well informed about the pupils' capabilities and prior learning, drawing on prior knowledge and assessment.</p> <p>Plans are carefully annotated to support progression in future lessons.</p>	<p>Thorough understanding of pupils' capabilities and prior learning based on systematic use of focused assessment.</p> <p>Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment.</p>
c) Guide pupils to reflect on the progress they have made and their emerging needs (appropriate to age range).	<p>Has some understanding of progress and emerging needs of pupils.</p> <p>Uses a limited range of strategies to provide feedback, but can show inconsistent in setting targets to enable pupils to reflect on achievements and recognise next steps.</p>	<p>Has developed a good understanding of pupils' progress and their emerging needs.</p> <p>Provides regular and mostly clear feedback which enables pupils to recognise personal learning through self-review.</p>	<p>Identifies the personal progress and learning needs of all pupils.</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>
d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<p>Is beginning to develop a knowledge and understanding of how pupils learn and how to deal with barriers to learning.</p> <p>Is able to use a limited range of targeted interventions to facilitate learning for some groups. May be inconsistent in adapting teaching to respond to the strengths and needs of most pupils.</p>	<p>Shows a general knowledge and understanding of how pupils learn and recognition of how to deal with barriers to learning.</p> <p>Is able to use targeted interventions to facilitate learning for most groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p>	<p>Effectively and consistently uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning.</p> <p>Is routinely able to deploy targeted interventions to secure progress in learning for all groups. Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed.</p>
e) Encourage pupils to take a responsible and conscientious attitude to their own work & study.	<p>Sometimes can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</p>	<p>Sets clear expectations for responsible and conscientious attitudes to work and study which are reflected in the pupils' responses.</p>	<p>Sets high expectations for responsible and conscientious attitudes. Pupils are motivated to meet challenging expectations and work hard.</p>


NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS3: Demonstrate good subject and curriculum knowledge

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	Can, at times, demonstrate appropriate subject knowledge. Is sometimes effective in maintaining pupil interest through teaching, supporting learner progression and addressing misunderstandings.	Demonstrates an appropriate level of subject knowledge across the curriculum. Is able to foster and maintain pupil interest in the curriculum, e.g. by planning and anticipating key learning and how misunderstandings may be addressed.	Demonstrates a sound and confident subject knowledge for teaching the primary curriculum. Fosters pupil interest through engaging lessons that break learning down into relevant episodes/chunks. Ensures progress in learning is made by all learners.
b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrates some awareness of developments and changes in the curriculum, particularly in English and maths. At times encourages wider learning and scholarship among pupils within the primary curriculum.	Demonstrates awareness of developments and changes in the curriculum, particularly English and maths. Encourages scholarship and further study to all pupils across the curriculum.	Demonstrates a thorough and reflective approach to developments in the curriculum. Promotes scholarly enquiry and interest in wider learning to all pupils.
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.	Lacks consistency in strategies for promoting high standards in literacy. Some limitations in the correct use of standard English (both oral and written). Insufficient modelling of articulate English.	Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English.	Demonstrates a well-established range of strategies for promoting high standards in literacy, articulacy and the correct use of standard English. Is able to use a range of strategies to model articulate English.
d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	The teaching of early reading is, at times, informed by an understanding of systematic synthetic phonics.	Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.	Effective teaching of early reading is founded on a clear understanding of the role systematic synthetic phonics plays in the development of pupils' reading skills.
e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Can, at times demonstrate understanding of strategies for the teaching of early mathematics.	Demonstrates a good understanding of strategies for the teaching of early mathematics. Increasingly applies this knowledge to teach clear learning opportunities in order to develop pupils' mathematical skills.	Demonstrates a thorough understanding of strategies for the teaching of early mathematics Consistently applies this knowledge to teach engaging and challenging learning opportunities in mathematics.


NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS4: Plan and teach well-structured lessons

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Impart knowledge and develop understanding through effective use of lesson time.	Sometimes can maintain the pace of the learning and the ability to respond flexibly to events. Shows some awareness of the need to adapt teaching to respond to the needs of pupils.	Lesson pace is well maintained and shows constructive use of time. Shows developing confidence in adapting teaching in order to respond to the needs of pupils.	Learning is evident through well-paced activities and an ability to respond flexibly to events. Shows confidence and ability in adapting teaching in order to respond to the needs of pupils.
b) Promote a love of learning and children's intellectual curiosity.	Employs some teaching strategies and resources which support pupils in developing their knowledge, skills, understanding and interests, but may lack consistency in doing this.	Interactions are mostly planned to allow learners to develop and apply knowledge, skills and understanding in 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.	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. Develops children's enthusiasm and intellectual curiosity through their planned sessions. Takes risks in order to make learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.
c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Homework is sometimes planned, but does not always provide opportunities for consolidation of learning. Some thought is given to the possibility of out-of-school learning.	Plans homework which generally consolidates and reinforces knowledge and understanding. Plans opportunities for out-of-class activities which are safe and generally relevant and suitable	Plans focused homework and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning Plans opportunities for out-of-class activities which are safe, relevant and suitable
d) Reflect systematically on the effectiveness of lessons and approaches to teaching.	Evaluates teaching and the success of activities at a basic level, but sometimes does not link this to progress in pupils' learning Can seek advice from colleagues on how to improve, but may be inconsistent or not always act on feedback and targets.	Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils. Generally shows reflective practice in discussion with colleagues, accepts and acts upon advice and support.	Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners to inform future planning, teaching and learning. Always tries to act upon advice and guidance to develop professional practice.
e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.	Collaborates positively with colleagues and has made contributions to curricular developments.	Has contributed competently to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.


NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS5: Adapt teaching to respond to the strengths and needs of all pupils

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Lessons show some evidence of having considered individual learning needs, but employ a limited range of strategies that may not be fully effective in addressing them.	Lessons show evidence of having considered individual learning needs and employ some differentiation strategies to try to address these.	Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language. These reduce barriers to learning by addressing most of the learning needs of pupils.
b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Has some understanding of how a range of factors can inhibit pupils' ability to learn. Sometimes there may be adaptation of teaching to meet individual needs. Some understanding is shown of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn. Has a good understanding of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils. Reflective awareness of a range of factors that inhibit pupils' ability to learn, informs planning and teaching. Has a strongly developing insight to the challenges and opportunities of teaching in a diverse society.
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.	Can, at times, show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes.
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.	Has some understanding of the diverse needs of pupils. With support, is able to evaluate the different needs of pupils and, at times, adjusts teaching to meet these needs.	Demonstrates a developing understanding of the diverse needs of individual pupils. Has a basic understanding of how to plan and adapt teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability.	Employs their knowledge of the diverse needs of members of their class to cater well for individual pupils. Shows some creativity in adapting teaching to meet the needs of the range of learners in their class, such as Pupil Premium pupils, SEN, higher attaining and those with a disability.


NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS6: Make accurate and productive use of assessment

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	<p>With support, can identify and use opportunities to assess the subject knowledge of pupils.</p> <p>Demonstrates some knowledge of the statutory assessment requirements and, with guidance, can, at times, make accurate assessments against benchmarks.</p>	<p>Demonstrates that they generally know how to assess pupils' prior skills, knowledge and understanding. Uses this knowledge to plan appropriately lessons.</p> <p>Carries out formative assessment of relevant subject knowledge in lessons.</p> <p>Has some experience of working within the school framework to meet statutory assessment requirements.</p>	<p>Consistently demonstrates their understanding of strategies of assessment for learning. Uses this to plan appropriately challenging lessons. Accurate assessment of learner's prior skills, knowledge and understanding informs lesson planning.</p> <p>Formative and summative assessment carried out effectively.</p> <p>Has a strongly developing awareness of statutory assessment requirements.</p>
b) Make use of formative and summative assessment to secure pupils' progress.	<p>Can sometimes use appropriate opportunities for formative assessment to aid pupil progress.</p>	<p>Generally uses a range of assessment strategies to secure pupils' progress; can give examples of how they have secured progression for groups of pupils.</p>	<p>Uses a range of formative and summative assessment to secure progress which accommodates individual pupils' differences. Have enabled progress in learning for different groups of pupils, including (where appropriate) those with special educational needs and/or disabilities, within a lesson and over a sequence of lessons.</p>
c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.	<p>Can sometimes use relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are generally maintained.</p>	<p>Uses relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are kept up to date and used to inform future planning.</p> <p>Pupils are generally aware of their learning needs.</p>	<p>Uses a range of relevant data to monitor pupil progress and set targets. Planning is annotated to reflect changes and subsequent lesson planning is informed by how well pupils meet previous targets.</p> <p>Records of pupil progress and attainment are up to date, detailed and used to inform future planning and target setting;</p> <p>Assesses pupils' progress regularly and accurately. Learners know how well they have done and what they need to do to make further progress.</p>
d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<p>Sometimes gives pupils oral and/or written feedback appropriate to learning intentions.</p> <p>Can, at times, give feedback that supports pupils to respond to their next steps in learning.</p>	<p>Provides pupils with regular and constructive feedback in line with school policy.</p> <p>Pupils are generally encouraged to respond to constructive feedback (oral and/or written).</p>	<p>Uses a range of methods appropriate to the age of pupils, to give regular and constructive feedback to support progress.</p> <p>Provides opportunities to respond effectively to teacher feedback, which enables pupils to make progress in their future learning.</p>


NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS7: Manage behaviour effectively to ensure learning environment

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
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.	<p>Rules and routines for behaviour in the classroom are sometimes applied in accordance with the school's behaviour policy</p> <p>Generally willing to take responsibility for promoting good and courteous behaviour in the classroom.</p>	<p>Rules and routines for behaviour are established and implemented increasingly consistently in accordance with the school's behaviour policy.</p> <p>Reinforces good and courteous behaviour in the classroom and is beginning to do so around the school.</p>	<p>Pupils demonstrate a shared understanding of rules and routines for behaviour which are implemented consistently in accordance with the school's behaviour policy. Clear presence of rules and routines in the daily classroom.</p> <p>Actively encourages pupils to behave well in the classroom and around the school. Displays high levels of courtesy and cooperation.</p>
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.	<p>Limited clarity of expectations of behaviour.</p> <p>Can, at times, establish an effective framework for discipline, although the use of praise, sanctions and reward can sometimes have a limited effect.</p> <p>Has a basic knowledge and understanding of how to tackle derogatory language such as racism and homophobia; and other forms of bullying.</p>	<p>Maintains clear expectations of pupils' behaviour.</p> <p>Establishes an effective framework for discipline, e.g. the use of praise, sanctions and rewards.</p>	<p>Sustains high expectations of pupils' behaviour which enables learning.</p> <p>Establishes and maintains a consistently effective framework for discipline using a wide range of strategies appropriate to the class.</p>
c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	<p>Class management is, at times, sufficient. Some appropriate approaches enable the motivation of some pupils.</p>	<p>Manages the class appropriately. Children are generally motivated to learn.</p>	<p>Effective class management enables a high level of pupil motivation, involvement and engagement throughout lessons.</p> <p>Employs appropriate approaches to manage and motivate different learners.</p>
d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	<p>Generally maintains relationships with pupils. Is developing a supportive learning environment.</p> <p>Can sometimes exercise authority, so that interventions are effective.</p>	<p>Has developed positive teacher-pupil relationships which underpin teacher authority.</p> <p>Makes effective interventions to maintain good discipline.</p>	<p>Positive relationships with pupils enables a challenging learning environment.</p> <p>Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning.</p>

NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS8: Fulfil Wider Professional Responsibilities

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Make a positive contribution to the wider life and ethos of the school	<p>Growing awareness of possibilities of how to make a contribution to the wider life and ethos of the school.</p> <p>Some understanding of a teachers' legal responsibilities.</p>	<p>Is positive about and makes efforts to contribute to the wider life and ethos of the school.</p> <p>Has a sound appreciation of a teachers' legal responsibilities.</p>	<p>Is proactive and has made a significant contribution to the wider life and/or ethos of their school.</p> <p>Has a clear understanding of teachers' legal responsibilities.</p>
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<p>Some understanding of the roles and responsibilities of colleagues.</p> <p>Can sometimes utilise other colleagues' expertise including those with responsibility for special needs and disabilities.</p>	<p>Is willing to consult with different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.</p>	<p>Effectively seeks out and consults with the different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Draws effectively on advice for colleagues. This advice is often then adapted to suit the needs of the class and individuals. Engages, at times, in a professional dialogue about teaching and/or learning.</p>
c) Deploy support staff effectively	<p>Is developing the ability to deploy support staff effectively to facilitate pupil learning.</p> <p>Can sometimes recognise opportunities to deploy support staff. Sometimes consults with support staff in planning lessons and classroom delivery.</p>	<p>Is generally able to deploy support staff effectively to facilitate learning for groups of pupils during different lesson episodes.</p> <p>Has shown evidence of collaborative work with support staff to facilitate pupils' learning before and during lessons.</p>	<p>Has formed effective professional relationships with support staff.</p> <p>Demonstrates collaborative working with and deployment of support staff to maximise the learning of all pupils throughout planning and all parts of the lesson.</p>
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<p>Has some capacity to identify own strengths and areas for development. At times, engages with own professional development.</p> <p>Shows some willingness to take advice and feedback from colleagues and to engage in discussion about improvements and areas for development.</p>	<p>Engages with their own learning and professional development. Is aware of own strengths and development areas.</p> <p>Shows clear willingness to take advice and feedback from colleagues and engage in discussion about and target setting for improvements and areas for development.</p>	<p>Is proactive in driving their own learning and professional development in order to improve teaching and learning.</p> <p>Is proactive and open to coaching and mentoring and respects the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice.</p>
e) Communicate effectively with parents with regard to pupils' achievements and wellbeing.	<p>Sometimes engages in communication with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates well with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates very effectively with parents and carers about learners' achievements and wellbeing. Parents are happy to communicate with them.</p>

NB: In BLOCK 2, all sub-standards to be considered in the context of the trainee at the current stage of their experience and training.

TS Part 2: 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:

- ① treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- ① having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- ① showing tolerance of and respect for the rights of others;
- ① 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;
- ① 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 in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Review point	Review date (approx.)	Met or Not Met?
Review point 1	By the end of WEEK 3	Not specified
Review point 2	By the end of WEEK 6	Not specified
Final review	By the end of WEEK 10	Not specified