

# Primary PGCE



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## Feedback, target setting and curriculum booklet 2022-23



EMPOWERING  
FUTURE  
GENERATIONS



# Contents

Contents .....	1
Introduction.....	2
Section 1: Feedback .....	3
How and when is feedback shared with the trainee? .....	4
Regular, ongoing formative feedback.....	4
Summative feedback .....	5
Section 2: Target setting .....	6
Why do we need targets for teacher training? .....	6
When/where are targets set, by whom and what are they for? .....	6
What does an effective target look like?.....	8
Setting targets during school experience placements .....	9
How to write a SMART target.....	10
Section 3: Linking feedback with targets.....	13
Example 1 .....	13
Example 2 .....	14
Section 4: Our <b>Professional Development Formative Framework</b> ... <b>Error! Bookmark not defined.</b>	

# Introduction

During their school experience placements, trainees should be given the opportunities to practise and adapt different approaches to teaching and learning. Through the feedback and targets they receive from expert mentors, school colleagues and university tutors/alliance leaders they will learn how to identify the strengths of their teaching, refine their practice and develop a sophisticated understanding of how children learn/how teachers teach.

Effective feedback and target setting are vital for ensuring that each trainee receives expert input and advice, allowing them understand and apply in their teaching the five strands of our UoM partnership ITE curriculum. All feedback and targets should therefore be relevant to the formative assessment strands (A-E) of our UoM Partnership ITE curriculum, the associated sections from the CCF, and links to final summative assessment (Teachers' Standards 1-8) as outlined in this table:

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. Behaviour management (BM)	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. Pedagogy and planning (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. Curriculum and Subject Knowledge (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. Assessment (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. Professional behaviours (PB)	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

This booklet is a guide for trainees, mentors, tutors and alliance leads to help identify good practice for giving and receiving feedback and setting targets, establish when this takes place during the PGCE programme and its intended impact on a trainees' development, understanding of the curriculum and on their teaching practices.

Part 1 focuses specifically good quality feedback. Part 2 focuses on effective target setting. Part 3 links feedback and target setting together with two examples of how this can be done in practice.

## Section 1: Feedback

To be effective, all feedback (verbal and written) should always:

- be structured (e.g. identify what worked well and why, what did not work well and why)
- be focused on a particular teaching approach or strategy (pedagogy), or on subject knowledge
- draw from the best possible evidence to identify strengths of teaching and explain why these are strengths
- draw from the best possible evidence to identify a clear, structured process for improving the trainee's practice and explain why improvements are needed (linked to target setting, see below)
- encourage the trainee to think deeply about/ interrogate what makes a particular approach successful or unsuccessful
- include discussions to enable mentors and trainees to jointly critique a particular approach and deconstruct it in order to better understand why and how it was successful or unsuccessful and how it could be adapted and refined in the next lesson
- be discussed with the trainee in a timely manner to allow immediate adaptations and refinements to practice.

Written feedback should always:

- identify what was observed
- provide the trainee with a clear understanding of what worked well and what didn't work so well, and the reasons why
- be an honest and accurate reflection the trainee's teaching and professional development at that point in their training
- be written in grammatically accurate sentences
- highlight no more than three key points for development with an indication of the associated actions the trainee should take in order to improve (see target setting section below).

## How and when is feedback shared with the trainee?

### Regular, ongoing formative feedback

Trainees, mentors and tutors/alliance leads engage in regular professional discussions to identify trainee progress against the curriculum expectations identified in the formative assessment framework. With the help of expert colleagues, trainees respond to feedback relating to:

- the trainee's teaching in relation to each of the five curriculum strands (A to E, see above)
- gaps in knowledge, experience or understanding
- opportunities available to further develop teaching, knowledge and understanding
- how the trainee can improve their practice and make progress through the curriculum and formative assessment framework.

Mentors and trainees meet each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week. A summary of the discussion is logged on the mentor weekly feedback form (see placement handbook appendix D).

Mentors and trainees will also engage in two interim review points at which a summary of progress will be discussed and developmental targets set. The feedback from these review points will indicate whether the trainee is on track to meet the placement expectations (see placement handbook appendix F).

Regular, formative feedback may include:

- regular support and guidance relating to lesson planning
- trainee engagement with the wider role of a teacher
- discussions relating to the content of lessons taught by the trainee, to show strengths and target areas
- the extent to which previous targets have been addressed
- review of targets and new targets set as a result of monitoring
- use of the 'professional development formative framework' to outline trainee progress and next steps
- an indication of any cause for concern and agreed actions identified to address these promptly

As part of a formative approach to giving feedback, a university tutor or alliance lead will:

- provide feedback relating to the trainees' progress as identified in the Trainee Portfolio
- work with the trainee and mentor to moderate targets
- review targets and set new targets to maximise progress, as a result of target monitoring

- provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme
- log any cause for concern and create a support plan with associated actions to address the concern.

## Summative feedback

At the end of school experience blocks 1 and 2, mentors provide summative feedback via an end-of-placement report to summarise progress, strengths and next steps (see placement handbook appendix G).

## Section 2: Target setting

### Why do we need targets for teacher training?

Throughout the UoM PGCE year, university tutors and school-based mentors play a vital role in training and supporting trainee teachers to improve their practice. They do this by identifying key areas for improvement and setting effective targets as part of a continuous cycle of reflection, action, development, adaptation and evaluation. Targets should be purposeful, linked to feedback and clearly written in order to identify what trainees need to 'learn to do' or 'learn about' as they progress through the UoM ITE partnership curriculum.

Targets should be linked directly to the five strands of our UoM partnership ITE curriculum in which the ITE Core Content Framework (CCF) is embedded and mentors should use the **Professional Development Formative Framework** statements to help identify priority areas for the trainee to focus upon .

- Strand A: Behaviour management (high expectations and managing behaviour) - S1 and S7
- Strand B: Pedagogy and planning (how pupils learn, classroom practice and adaptive teaching) - S2, S4, S5
- Strand C: Subject and curriculum knowledge - S3
- Strand D: Assessment - S6
- Strand E: Professional behaviours - S8 and Part 2

The examples in this booklet have been designed to help tutors, mentors and trainees write SMART targets in order to help trainees make progress through the curriculum and achieve the Teachers' Standards by the end of the programme.

### When/where are targets set, by whom and what are they for?

When are targets set?	Where are the targets located?	Who sets the targets?	What is the purpose of these targets?
Term 1	Trainee Portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher.
	SE1: lesson observation form	University tutor/alliance lead/ Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement mentor reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps in response to assessment

			against the Professional Development Formative Framework statements
Term 2	Trainee portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher, with a particular focus on their professional learning from the inclusion and early years placements. To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
Term 3	Trainee Portfolio	Trainee, following expert advice and input	To demonstrate the extent to which the five strands of the UoM Partnership ITE curriculum and CCF have been refined, embedded and enhanced through teaching and learning practices. To evidence their journey towards becoming a teacher To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
	SE2: lesson observation form	University tutor/alliance lead/ Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps in response to assessment against the Professional Development Formative Framework statements
	Early Career Teacher transition document	Trainee, following expert advice and input	To identify strengths and areas for development on entry to the profession as an Early Career Teacher.



## What does an effective target look like?

				
<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Timely</b>
Define the goal in precise terms.	Track and measure outcomes.	Create realistic goals.	Choose consistent, realistic goals	Include a time limit to instill urgency.
Who? What? Where? Why?	What is the end goal?	Is it possible?	Is it worthwhile?	What is the deadline?

Effective targets are SMART. This means that they should be:

### SPECIFIC

- be clear about what you want the trainee to achieve and why
- make the target subject specific, phase/age specific or focus specifically on an aspect of professional development or behaviour

### MEASUREABLE

- state what actions the trainee should take to improve and make progress
- include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how will the trainee know when the target is achieved?
- make sure the trainee is clear about the intended impact of their actions
- be clear about how the trainee will know when they have made progress, improved their practice and achieved their target
- set out a realistic and workable time-frame in which the target can be achieved

### ACHIEVABLE

- state what support/resources are required to help them achieve the target
- state where support/resources can be found
- ensure the target challenges the trainees thinking
- state how and when the trainee's actions towards meeting the target will be reviewed/evaluated

### RELEVANT

- link the target directly to feedback (see section on feedback above)
- be clear about the purpose and intended impact of the target

- always relate the target to one of the five curriculum strands

#### TIMELY

- discuss with the trainee what they can do immediately (in the next lesson), by the end of the day, by the end of the week/ unit of work...
- allow on-going opportunities for trainee-mentor-tutor professional dialogue to reflect on progress, evaluate strategies and discuss how to adapt and refine future actions

## Setting targets during school experience placements

Weekly targets should be set by school-based mentors during the long school experience placements 1 and 2. These targets are based on professional discussions between the mentor and trainee. A range of evidence should be used to determine the focus of targets, for example, lesson observations, informal observations and discussions of practice and the trainee's self-evaluation of their progress through the curriculum. Tutors will draw from similar evidence to set targets for trainees on placement.

Indicators of good practice in target setting:

- A maximum of three targets should be set by a tutor or mentor at any one time, one in relation to the focus area of that particular week. These targets should be specific and attainable and contain enough detail to allow the trainees to take appropriate actions to improve their practice within a specific and realistic timeframe (generally within a week).
- To be effective, targets should be broken down into manageable steps, written as actions.
- Each target must include a set of agreed actions for the trainee to take. Including a list of actions will help to clarify to the trainee how they can achieve the target and how they can move forward in their practice.
- Trainees should monitor their own progress towards meeting their targets, reflect on improvements made as a result of actions taken and evaluate the impact on their development as a teacher. They should seek further guidance or advice from their mentor/tutor and draw from the expertise of other school staff and subject leaders, if needed, and be prepared to discuss how they have developed/improved in relation to the target set at the next trainee-mentor or trainee-tutor meeting.
- A record of targets and the extent to which they have been met is included in the Trainee Portfolio. This is a vital aspect of a trainee's journey through the curriculum and will be used to establish the extent to which they have met the Teachers' Standards by the end of the programme.

## How to write a SMART target

A well-written target will include detail, have several parts and guide the trainee through a series of actions they should take in order to learn how to develop and improve their practice and their knowledge of our curriculum. The table below is an example of how to structure and formulate an effective target which is specific, measurable, attainable, relevant and timely (SMART).

### 1. State the aim of the target and link it to the relevant curriculum strand (use the Professional Development Formative Framework to support)

Identify the aim of the target and its relevance to the curriculum (be specific)	<p>For example, start the target with a verb:</p> <ul style="list-style-type: none"><li>• Establish ...</li><li>• Maintain...</li><li>• Use more consistently...</li><li>• Develop your understanding of...</li><li>• Explore the use and impact of...</li><li>• Investigate different approaches for/to...</li><li>• Give...</li><li>• Make effective use of...</li><li>• Plan...</li><li>• Apply...by...</li><li>• Adapt...</li><li>• Embed...</li><li>• Ensure....</li><li>• Apply...</li><li>• Learn to....by...</li><li>• Refine...</li><li>• Acknowledge...</li><li>• Respond consistently to...</li><li>• Identify...</li><li>• Emphasise...through...</li><li>• Create...</li><li>• Provide...</li><li>• Be more aware of...</li><li>• Build...</li><li>• Extend...by...</li><li>• Increase...by...</li><li>• Improve... by...</li></ul> <p><b><i>Always be clear as to which curriculum strand the target relates. E.g. 'this target relates to curriculum strand D: assessment'.</i></b></p>
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### 2. Identify the actions the trainee should take to achieve the target

<p>Always follow the target with a list of agreed actions the trainee should take in order to achieve the target (this ensures the target is attainable and sets out a timeframe for achieving it)</p>	<p>For example, be clear and specific about what you would like the trainee to do, in order to achieve the target:</p> <ul style="list-style-type: none"> <li>• Observe how your mentor/ an expert teacher does xyz.....and note down when and how they ....</li> <li>• Make a list of the strategies the expert teacher you observed used for ....</li> <li>• Consider how you will....</li> <li>• Try...</li> <li>• Then try....</li> <li>• Build .....into your next lesson</li> <li>• Ask the children to...</li> <li>• Check....</li> <li>• Ensure you...</li> <li>• Prioritise the use of...</li> <li>• At the start/middle/end of the lesson make sure you....</li> <li>• In further lessons this week, try....</li> <li>• Evaluate the impact of...</li> <li>• By Friday, make sure you have .....</li> <li>• Embed the following into your daily teaching practice a)....b)...c)...</li> </ul>
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### 3. Identify how the trainee should evaluate their progress towards meeting the target

<p>Reflection and evaluation: make sure there is an indication of trainee reflection and evaluation of their new practice and when this will be followed up (thus the target is impactful and measurable)</p>	<ul style="list-style-type: none"> <li>• Write a list of the key changes you have made to your practice</li> <li>• Reflect on...</li> <li>• Identify the impact of...</li> <li>• Analyse the effect of...on...</li> <li>• Evaluate the impact of these changes on pupil progress</li> <li>• Draw conclusions about....</li> <li>• In our next meeting/ the next meeting, we will discuss your reflections / what you have learnt about .....</li> </ul>
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### 4. Indicate how the trainee can develop their practice further

Identify next steps, a challenge or stretch goal	<ul style="list-style-type: none"> <li>• Consider how you will you adapt this approach further</li> <li>• To develop your understanding further, try....</li> <li>• To enhance your practice, explore/investigate....</li> <li>• Reflect on/ evaluate the impact of...</li> <li>• Adapt....by....</li> <li>• Change ..... by....</li> <li>• Refine your use of...by....</li> </ul>
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## 5. Establish further learning opportunities (UoM partnership ITE curriculum links)

Make direct links to our UoM PGCE curriculum	<ul style="list-style-type: none"> <li>• Refer the trainee to the relevant subject section of the National Curriculum (for subject knowledge targets) the UoM curriculum booklet (to determine intended impact)</li> <li>• Remind the trainee to revisit course materials related to the focus of the target on Blackboard</li> <li>• Direct them to read the relevant chapter in the core text book: 'Learning to teach in the primary school' by Cremin and Burnett (or other reports, research literature, articles, school policies, websites....)</li> </ul>
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## Section 3: Linking feedback with targets

Effective targets should link directly to feedback and identify clearly the actions a trainee needs to take in order to improve their practice.

### Example 1

For part of **Curriculum Strand A: Behaviour Management**, trainees learn how to:

- Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Acknowledge and praise pupil effort and emphasise progress being made
- Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Give manageable, specific and sequential instructions.
- Check pupils' understanding of instructions before a task begins.
- Use consistent language and non-verbal signals for common classroom directions.
- Use early and least-intrusive interventions as an initial response to low level disruption.

#### **An example of feedback relating to a trainee's progress through strand A:**

*"At the start of your lesson, some of the pupils were attentive and were focusing on what you were saying. Giving out Dojo points to S and L was an effective strategy to communicate your expectations for good behaviour and it worked well for these two children. Some children were still talking to each other when you started the lesson and they missed your explanation of the first maths problem. You tried to settle the class by pointing out what individual children were doing wrong. At this point, the children who were listening at the start also began to lose focus. This meant that you couldn't move the lesson on. To improve the ethos for learning in your classroom, your next step is to establish clearer expectations for behaviour in line with the school policy and ensure a greater emphasis on praise for pupil effort."*

#### **Associated target:**

Establish your expectations of an ethos of good behaviour by ensuring more consistency in the way you apply classroom rules (Strand A: behaviour management).

#### **You can achieve this target by taking these actions:**

- By the end of today - read the school behaviour policy and note the generic classroom rules – copy these out and put them at the front of your teaching file / in your lesson plan as a reminder
- This week - observe your mentor/ other expert teacher and make a note of the language they use for praise. How do they reward good behaviour? Use some of their strategies in your own teaching in your next lesson
- Immediately - at the start of each new lesson, ask the children to remind you what the 5 class rules are. Praise their answers.
- From your next lesson onwards - let the children know when you notice them following the rules e.g. say 'well done Ali for sitting so smartly', 'I love the way you are working so quietly, Tasmin'.
- Make sure you praise children for following the rules straight away at the start of the lesson, during the lesson and at the end of the lesson.
- Use the class system of dojo points to acknowledge those who consistently follow the rules in your lessons.
- Make sure you follow-up on sanctions –explain why the sanction has been put in place and be clear about what happens next, in line with the policy.

#### **Evaluate the impact of these actions:**

- Reflect on pupil behaviour at the end of each lesson and note down which of your new strategies has had the biggest impact
- In your next meeting/ at the end of the week, discuss with your mentor what you changed and the impact it has had on pupils

#### **How to develop this target further:**

- Next week, adapt some of these strategies to make them your own – e.g. design and give out personalised certificates/postcards from you to acknowledge specific behaviours – 'YourName's award for being kind / always working quietly / helping others / good listening / following the class rules today / in every lesson....

#### **Further learning (curriculum links):**

- Go to Blackboard and watch the behaviour management lecture, or refer to your notes
- Refer to the key reading list about behaviour management on Blackboard (going further folder)

## **Example 2**

For part of **Curriculum Strand D: Assessment**, trainees learn how to:

- Use assessments to check for prior knowledge and pre-existing misconceptions.
- Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitor pupil work during lessons, including checking for misconceptions.

### **An example of feedback relating to a trainee's progress through strand D:**

*"You have clearly identified a learning objective with associated success criteria for this lesson on your planning. Providing the children with individual checklists for checking the punctuation of their sentences was an effective way of embedding self-assessment into the activity. Because you worked with the red group for the whole lesson, you did not get a chance to check the progress of the other four groups. Yellow group did not understand their task and therefore did not start the activity. You need to work on your strategies for monitoring all children's work at different points during a lesson to ensure that everyone understands what they are learning and can make progress."*

### **Associated target:**

To ensure the use of a range of different strategies for assessment within a lesson (Strand D: Assessment).

### **You can achieve this target by taking these actions:**

- Observe your mentor teaching and note down when and how they assess the pupils
- Make a list of the strategies they use for checking children have understood the concept / skill knowledge being taught in that lesson
- Consider: how do the children respond?
- Consider: what is the impact of each strategy for allowing the teacher to evaluate the learning in this lesson?
- Build one of these strategies into your next lesson – evaluate the impact on your understanding of how well the children have responded to your teaching
- Try a different strategy in further lessons this week – evaluate the impact
- By Friday, make sure you have tried at least three different strategies for assessment in different lessons.

### **Evaluate the impact of these actions:**

- When you have rehearsed in your practice the different strategies listed above, reflect on which is the most effective strategy and why
- discuss what you have learnt about assessment within a lesson with your mentor/tutor/alliance lead

### **How to develop this target further:**

- Going further: identify in your lesson planning which strategy you will use to assess pupil progress in every lesson taught and make sure you implement these strategies during each lesson.


### **Further learning (curriculum links):**

- Re-visit the PGCE curriculum training materials for assessment (on Blackboard)
- Read chapter 5.1 'Assessment for learning: formative approaches' in the core text book ('Learning to teach in the primary school').




## Part 4 – Our Professional Development Formative Framework

This document should form part of regular discussions between the mentor and trainee about trainee progress against our five strands. During interim and final reviews, the mentor and trainee should look to identify which statements are currently being achieved to a consistent standard. Mentors can use the principles outlined in this booklet and the statements below to help construct SMART targets that will support trainee progress and development in targeted areas.


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

*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*


Updated: October 2022

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


*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*

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

*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*

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

*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*

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


*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*

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

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

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

*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*



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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, 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.

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