

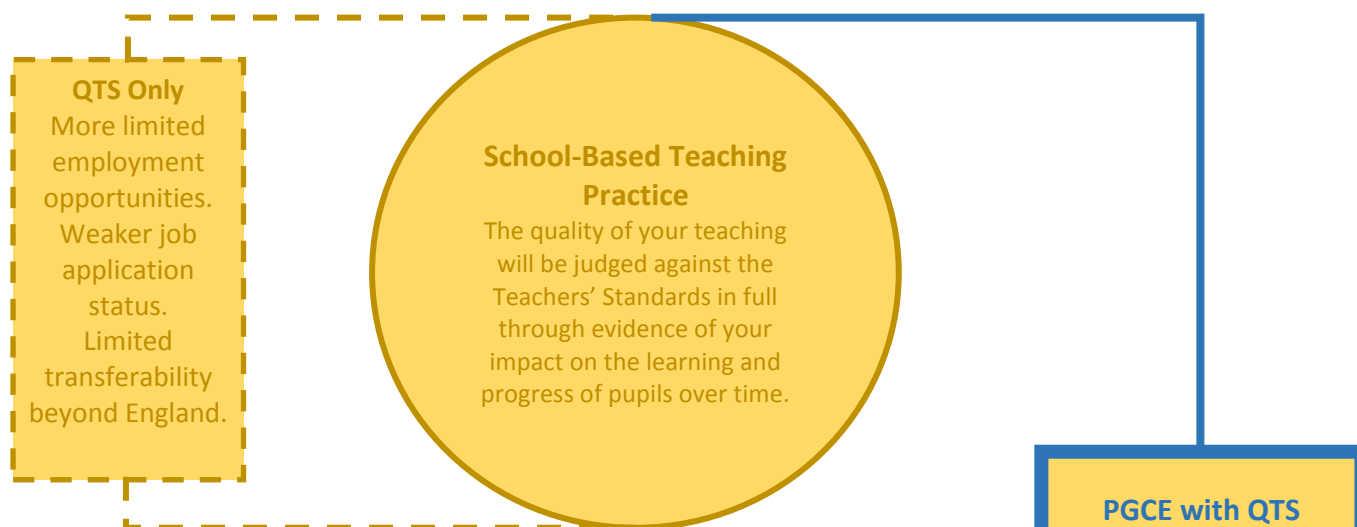
Guidance to Collating Evidence of the Teachers' Standards

**Recording your Professional
Development**

Qualifying as a Teacher

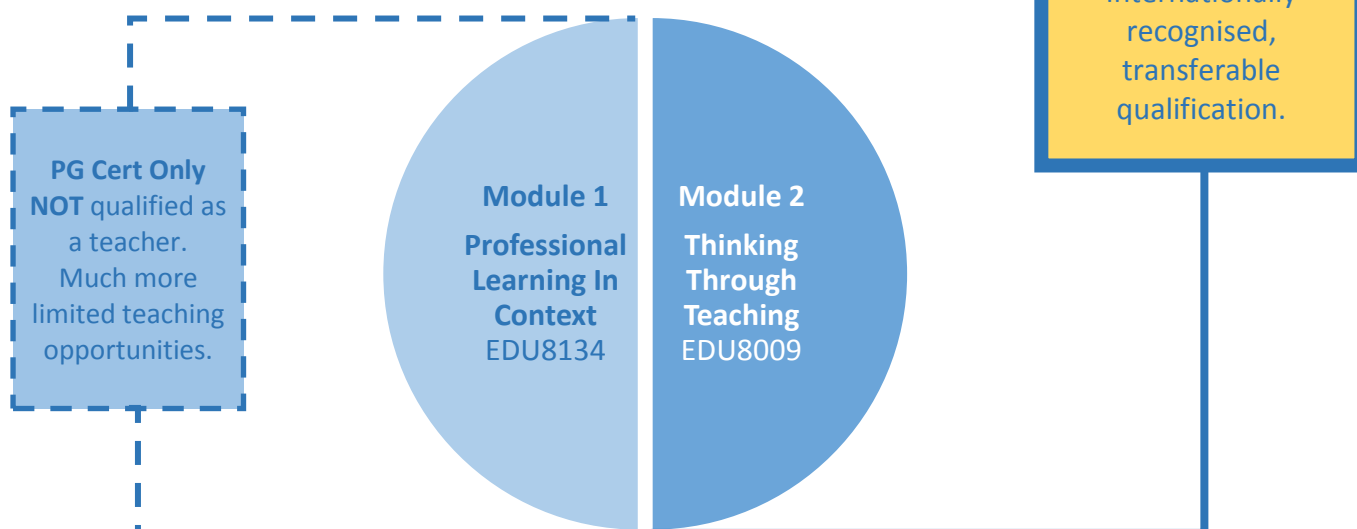
There are two key aspects to successful completion of the course:

1. Showing that you have met the **Teachers' Standards** during your School-Based Teaching Practice, to be recommended for the award of Qualified Teacher Status (QTS);



and:

2. Gaining your **Post Graduate Certificate in Education (PGCE)**.



Nearly ALL of our student teachers, whether accessing Initial Teacher Education through a Provider-led 'Core' or School Direct route, finish the course with **both** PGCE & QTS. This should be your aim, and is our expectation.

The credits from the Masters level Modules, passed at Level 7 during the course, can also be transferred towards a relevant educational Masters qualification either here or through another provider if desired. A number of our student teachers have gone on to complete this at a later stage of their career.

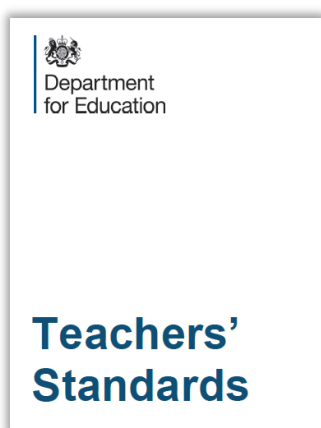
The Teachers' Standards

Demonstrating that you have met the Teachers' Standards is an essential part of being awarded Qualified Teacher Status (QTS). Each of these Standards **must** be met in full by the end of your training, and are an ongoing set of criteria against which you are measured throughout your career as a teacher. As a student teacher you are therefore required to demonstrate and present evidence of your achievement.

This booklet provides an overview of the process by which you will gather appropriate evidence of your progress towards meeting these Standards during your Initial Teacher Training. Experiences throughout the year whether in school, the university or elsewhere will assist student teachers in meeting the Professional Standards for Qualified Teacher Status. The inter-related nature of the Standards means that you will be able to combine individual items into a group that fits your particular experiences.

In response to feedback from student teachers, mentors and External Examiners, and in line with the Reports of the Independent Teacher Workload Review Group to eliminate unnecessary workload, we have improved the way in which our student teachers collect and present evidence. The former system involved student teachers collecting and cross-referencing vast amounts "evidence", sometimes in a fairly ad-hoc and disjointed manner. For this reason – please do not be led into gathering evidence in "the old style" by your school colleagues who may be more familiar with the previous system. Instead, please allow them to see this document if necessary.

In summary, the intention of this new approach is to develop a rich story of your growing competency across all areas of the Teachers' Standards by encouraging you to reflect upon the lessons which you undertake throughout your practice, and develop your ability to talk confidently about your progress towards meeting the Standards. This will be supported by a range of evidence as presented below. We hope that this will enable you to spend a more appropriate amount of time on planning & teaching effective lessons, and assessing the impact of your teaching on your pupils. We also believe that the evidence gathered will prove more meaningful, help highlight your achievements and areas for continued improvement, and drive your practice forward more effectively.



This document can be found here: <https://www.gov.uk/government/publications/teachers-standards>. The Standards are summarised here, for your convenience.

The Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-

critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- a. establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote good progress and outcomes by pupils

- a. be accountable for pupils' attainment, progress and outcomes
- b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c. guide pupils to reflect on the progress they have made and their emerging needs
- d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e. encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- a. impart knowledge and develop understanding through effective use of lesson time
- b. promote a love of learning and children's intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. make use of formative and summative assessment to secure pupils' progress
- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- a. make a positive contribution to the wider life and ethos of the school
- b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e. communicate effectively with parents with regard to pupils' achievements and well-being

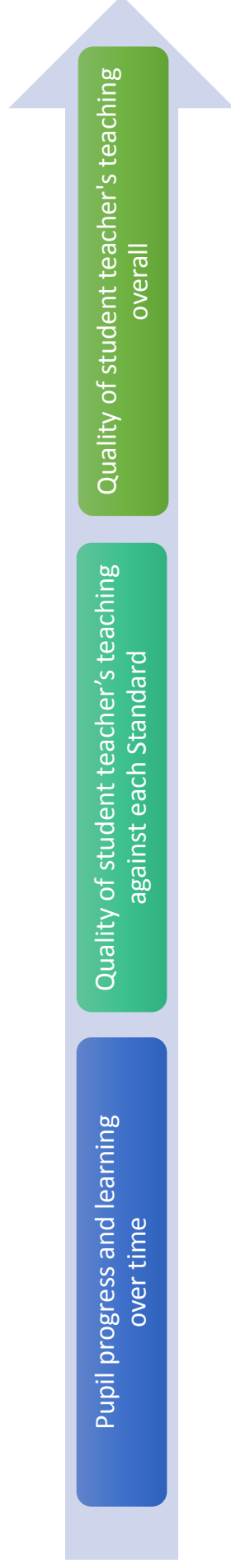
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

- a. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - i. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - ii. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - iii. showing tolerance of and respect for the rights of others
 - iv. 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
 - v. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- b. 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.
- c. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

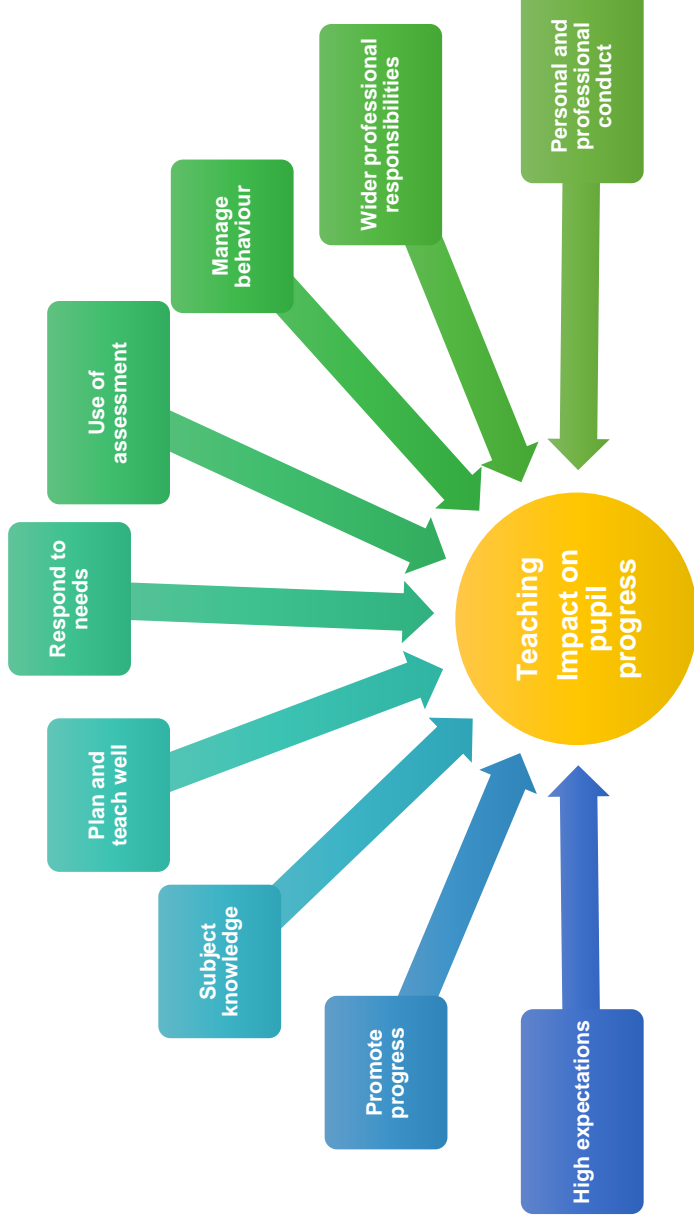
Key considerations in evidencing, tracking and assessing student teachers' progress

Assessment must be informed by the full range of evidence beyond observation of teaching and individual lessons. How well student teachers teach should be judged by the impact on pupils' progress and learning over time. Assessment should be the result of triangulated, moderated professional judgments using all available evidence against the Teachers' Standards.



The interrelationship of the Teachers' Standards and impact on pupil progress over time:

The overall quality of student teacher's teaching will be judged by the impact they have on pupil progress and learning over time. The impact on pupils' learning and progress is dependent upon the skills and knowledge student teachers demonstrate as they teach with reference to the Teachers' Standards. A lack of skill in any Standard can result in limited progress for pupils. For example, a student teacher with poor differentiation (TS5) is unlikely to be able to set appropriate expectations for all pupils



(TS1). It is the identification of the difference the student teacher's teaching makes to pupils' learning, referenced to particular Standards that should drive the targets set for the student teacher.

Part 2 of the Standards is included in the diagram. This does not suggest that collecting evidence for Part 2 of the Teachers' Standards will be undertaken in the same way as for Part 1, but performance relating to Part 2 will, clearly, underpin the quality of teaching overall.

Overview of Evidence Gathering Process:

During the year, you will teach throughout three School Experience Placements (SE1, SE2 and SE3). During these teaching placements, on a weekly basis, you will be formally observed by your School-based tutor and/or Training Coordinator. A University School Experience Tutor will also observe you on 3 occasions over the year. Once per week you will engage in a review of the children's learning in relation to your teaching and consider the impact of your Training Plan, alongside your School-based Tutor. You will identify your impact on the pupils' learning, your strengths and your areas for development. You will set targets and review your progress in addressing previously-set targets.

Evidence Bundles support you and your tutors in identifying:

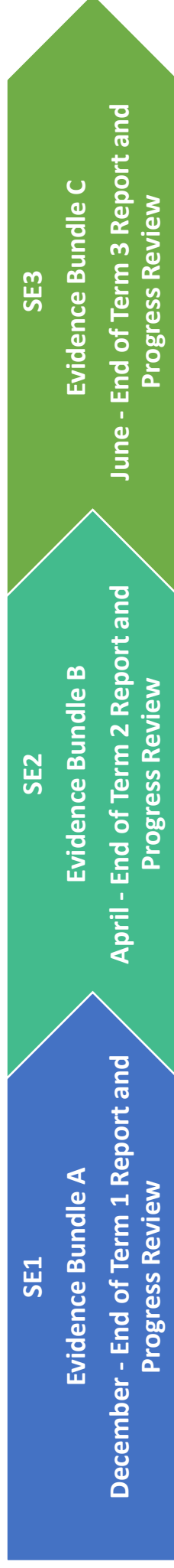
- how your skills against each of the Teachers' Standards have enabled you to impact on pupil progress;
- how strong your teaching is in relation to each of the Teachers' Standards, the quality of your teaching overall and can also support accurate learner-focused target setting.

Evidence Bundles are essentially:



Evidence Bundles will contain the progress made by pupils linked to the collated evidence, i.e. evidence of your impact on children's learning (through data analysis, samples of pupils' work and assessments); your lesson planning (for sequences of lessons); outcomes of lesson observations; and other sources of evidence. The evidence gathered, and your ability to discuss your progress & learning will, in turn, inform your School-based Tutors' reports at the end of each term. Your subsequent discussion with your University Tutor during your Progress Reviews Tutorials will enable your Tutor to validate the progress you have made and, at the end of the course, make a secure judgement as to your suitability for recommendation for Qualified Teacher Status (QTS).

You will create Evidence Bundles for **each** of the three School Experience Placements to form the basis of your review of your progress towards meeting the Teachers' Standards. At 3 review points, at the end of each term, you will present an Evidence Bundle, to demonstrate progress, highlighting the context, your practice and your impact.



Your weekly mentor meetings will draw on evidence from across the week; and you will present evidence of pupil progress for discussion. This will promote:

- a consistent focus on pupils' progress;
- the cross-referencing of your progress against the Teachers' Standards to the impact of your teaching on pupils' progress and learning over time;
- the regular review of targets in the light of the pupils' progress and next steps identified.

At the end of term, you and the School-based Tutor will review the evidence to inform the Final Report. The discussion should include:

- your evidence of progress for groups of learners and individuals;
- your strengths and areas for development;
- your progress against the Teachers' Standards using the **Teachers' Standards Assessment Criteria & Progress Indicators**, with targets reviewed in the light of the progress made by pupils.

You will have a Progress Review Tutorial with your University Tutor to review your progress against the Teachers' Standards. At the end of Term 3, a Career Entry Development Profile Tutorial will enable you and your University Tutor to review progress against the Teachers' Standards and identify targets for your Induction Year as a Newly Qualified Teacher (NQT).

Weekly progress

You and your School-based Tutor will identify evidence of pupils' progress, consider how your teaching is impacting on this and how to amend teaching to better support the pupils' learning needs. This evidence of progress and impact is presented for discussion at weekly meetings and cumulatively becomes the Evidence Bundle. You and your School-based Tutor will make judgements about your level of progress against **each** standard using the **Teachers' Standards Assessment Criteria & Progress Indicators** document, using a scale of 1-4 where: **1**=high level of achievement; **2**=good level of achievement; **3**=meeting the standard to a satisfactory standard; **4**=developing/emerging level of knowledge/understanding, to help you identify key areas to focus on from one week to the next.

In preparation for weekly meetings you should consider the following:

Did all the pupils learn and make progress over time? (individuals, groups and whole class)

- How do you know (evidence: marking, progress from starting points, overcoming misconceptions etc.)?

What did you do to make that difference?

- Identify specific strengths in your teaching.
- What have you learnt from this (analysis)?
- Link to the Teachers' Standards and progress against targets.

What could have gone better?

- Identify specific areas for development.
- What have you learnt from this (analysis)?
- Link to the Teachers' Standards.

What have you learnt about your teaching? What have you learned about progress against your targets?

What does this suggest to you about how you are meeting each Standard and the Teachers' Standards overall?

End of Term

By the end of each term, through your own reflection and ongoing conversations with your School-based Tutor: YOU should have developed a good understanding of your strengths and areas for development aligned to the Teachers' Standards and should have agreed your respective progress level for each Standard with your School-based Tutor;

YOUR SCHOOL-BASED TUTOR will be able to base their written report and judgement of your progress, on these conversations and the evidence provided;

YOU should be able to articulate this during your Progress Tutorial/s with your University Tutor.

Your University Tutor will expect you to discuss the Evidence Bundle and the level of achievement awarded by your School-based Tutor in their end of term Report. Where appropriate, they will ask questions to clarify your understanding of the Teachers' Standards, and to highlight your next steps.

Plan - Do – Review: The Learning Cycle

The conversation should be based around an evaluation of how effective this evidence suggests your teaching is and why, referencing each of the Teachers' Standard (as appropriate); an analysis of your personal progress since your previous review; including the impact of your Training Plan.

What had you planned? Why? How?

This should be clearly evidenced in the lesson plan itself, but the plan could also be annotated to help you to visualise the thought processes that accompanied your planning.

DO

What did you do? What actually happened? What events / activities took place? What pupil-led activity took place (including behavioural issues)? What questions did pupils ask? What level of communication took place between you and your pupils? What were the visible signs of pupil engagement and progress within the lesson? What learning and progress was seen to take place?

This should be illustrated clearly by the Formal Lesson Observation and any annotations you have added to it in response to questions asked and points made by your mentor/observer. Examples of pupils' work, scores, feedback from pupils and the lesson observer can also help strengthen the case here.

REVIEW

What did this/these event/s tell you? What evidence of pupil progress is there? What was the outcome / impact on your future practice? Where is the evidence of your response and action? What did you feel you did well, would do again, and why? What was less successful, why and what are you going to do instead?

Evidence of this could come from your own detailed, reflective, written evaluation of the lesson in your Learning Journal, and also through the presentation and analysis of pupil work. Analysis of whole class test results / data compared with prior tests / parallel groups etc. can also provide strong evidence of impact.

Evidence from subsequent lessons could also help illustrate how you have addressed any issues arising / targets – you can include this in “Other Evidence”, alongside informal observations from other lessons too.

Tangible Evidence

Initially you will develop “awareness” of the Teacher Standards – whereby you show understanding of particular issues. Evidence of this may be presented in your annotated lecture notes, assignments and Learning Journal notes, e.g. related to reading, or other professional development undertaken, which relate to particular Teacher Standards. As you progress, you will increase your level of “involvement” for example by observing or assisting in teaching, but without ultimate responsibility for the delivery of the lesson. Evidence of this may be presented in reflections in your Learning Journal regarding experiences in which you played a role, though possibly not the lead role. However it is at the level of “enacting” where you have lead responsibility for planning, teaching and evaluation where you will generate the most robust evidence.

The materials you will have collated in your Record of Professional Development Evidence Log, associated with the lessons you have taught and that week's progress against the Teachers' Standards, will help provide tangible evidence in support of your dialogue and discussion with your School-based Tutor and Personal Tutor. The way that these items may contribute is outlined below. For each of these Evidence Bundles, you will gather the items listed in the diagram below to indicate evidence of progress against each of the Teachers' Standards, including Part 2, as relevant.

Anonymised pupil data

- identifying evidence of the progress and learning of different groups. Progress over time with starting point, e.g. previous activity level –reflecting skills, knowledge and understanding related to the intended learning outcomes

Formal Lesson observations

- feedback & comments showing impact on pupils' learning, which will support & verify aspects of the Teachers Standards evident in lessons. You could include visual or electronic evidence, e.g. video clips of lessons or parts of lessons to show individuals at the start, middle and end of a sequence of work, etc

Lesson plans/ Sequences of lessons

- pedagogical plans, showing how pupil needs are catered for and the impact on pupil progress, for a range of subjects/topics, for example: consideration of pupils with SEND / skill / knowledge / attitude / prior development; aiming for progress; appropriate support & challenge (differentiation); planned use of assessment (both live and pre/post lesson) to inform teaching & content

Lesson Resources

- showing how needs were catered for, with appropriate challenge and support

Weekly meetings reports

- including your strengths and showing targets for improvement being met

Anonymised Marking

- evidence of marking & assessment, to illustrate how pupils' progress compares to their prior attainment data. This is more than simply gathering data & exemplar work, & involves deliberately reflecting on the quality of **learning & progress** taking place as a result of their teaching with annotations to highlight impact, and how this was acted on by pupils showing improvements.

Annotated samples of pupils' work, including homework

- Examples of anonymised pupil classwork / homework may help provide strong evidence for the quality of learning & understanding, teacher expectations (in terms of presentation & content), and should be used alongside the evaluation to illustrate the impact of the teaching on the pupils' **learning & progress**.

Self/peer assessments undertaken by pupils

Lesson Evaluations in Learning Journal

- thorough lesson evaluations should unpick aspects of the lesson which enabled effective **pupil learning, development** and **progress** - illustrating understanding of why certain strategies & approaches work or fail. Evaluations comment on pupil's progress, outcomes, behaviour and effort.

Other evidence





- Other evidence is simply other things which show evidence of progress towards other TS that may not be observed during a lesson. For example: running a lunchtime club, getting involved in sharing good practice in whole-school CPD, helping to organise and support an educational visit, involvement in reporting to parents, academic assignments, informal lesson observation notes from other lessons,

We ask that you gather the materials and keep them, well organised and filed, within a Record of Professional Development Portfolio. You should create a section dedicated to each Evidence Bundle:



Name: _____

3D Solids

Faces: _____

Edges: _____

Vertices: _____

What the Ladybird Heard

Once upon a farm lived a _____ hen.









A _____ duck in a pond and a _____ goose
in a pen.

A _____ sheep, a _____ dog.

A _____ horse and a _____ dog.

A _____ cat that missed and a _____
cat that purled.

A _____ cow and a babbling _____

[illegible]

Formal Observations

A hand-drawn illustration at the top of the page shows a simple landscape. On the left, a small figure of a person is walking on a path. In the center, there is a house with a thatched roof and several vertical poles. To the right of the house is a large, leafy tree. The background is a light blue sky with some faint clouds. The entire drawing is done in a simple, sketchy style with visible pencil or crayon marks.

Exemplar work, including homework



Data analysis of work & progress



Other Evidence

