School of Education, Communication and Language Sciences
Inspiring teachers; changing lives and building futures

Primary PGCE Teachers' Standards Assessment Criteria & Progress Indicators

The purpose of Assessment Criteria/Progress Indicators
• To ensure consistency across partnership schools and colleges in terms of monitoring progress
• To support the process of formative and summative assessment
• To provide a useful mechanism for making judgements at review points
• To make more rigorous use of evidence
• To contribute to mentor development
• To help mentors to provide quality feedback to students
• To support mentors and student teachers in identifying focused, realistic targets
• To provide a formal recording mechanism for student teachers at risk
• To guide students in identifying particular strengths and areas for development in order to ensure a smooth transition from PGCE to career entry and NQT Induction.

The statements used in the **Assessment Criteria/Progress Indicators** encompass the Teachers' Standards (May 2012). They constitute a mechanism that is structured to assist in monitoring, recording, reporting and supporting student teachers' attainment against the Standards and Programme outcomes. The Standards themselves are shown in the first column. The descriptions are designed to be progressive as the headings at the top of each column indicate.
 • The Assessment Criteria/Progress Indicators should be used *formatively* by student teachers and those assessing them to help track progress against the Standard, to determine areas where additional development might be needed, or to identify areas where a student teacher is already meeting the Standard requirements at a 'high level of achievement for QTS'. The Standard descriptors describe the standard that can reasonably be expected of the student teacher at the point of recommendation for the award of QTS.
• The descriptors are used *summatively* to assess the outcome grade for the student teacher using a 'best fit' approach at each review point.
• Student teachers who are 'Achieving the Standard' at a satisfactory level (but 'require improvement' to be good) meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training, but their teaching over time is not yet good..
• Student teachers who meet the Standards at a 'Good level of achievement' demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. Much of their teaching over time is good; some is outstanding.
• Student teachers with a 'High level of achievement' have the potential to be outstanding and demonstrate excellent practice in the majority of the standards and all related to their personal and professional conduct. Much of their teaching over time is outstanding and never less than consistently good.
• Student teachers whose practice is 'Developing' may constitute a cause for concern and subsequent failure if not addressed.
• The 'Useful questions to ask when looking at the standards' should be used formatively as the basis of discussions related to student teacher progress. The examples of evidence section will support both student teachers and mentors in identifying where additional evidence may be required in order to enhance their current progress.
• In discussion with the student teacher, the mentor should highlight or circle each Standard descriptor to determine if a Standard has been met and to arrive at a grade for the Standard. Different colours may be used across each week of the placement to highlight progress made. The student teacher does not have to meet each Standard descriptor on an individual placement but should have sufficient coverage to justify meeting the Standard by the end of their training. A student teacher has to meet each Standard descriptor (at a minimum level or above) by the end of the course through evidence provided from across all school experiences, assignments, enhancement experiences, etc.
• It is our aim that, as a minimum, all student teachers meet the Standards at a good level with the majority demonstrating a high level of achievement, with the potential to be outstanding by the end of their training.

Guidance for Part two: Personal and Professional Conduct
• A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Teachers' Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.
• Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis.

Student Support Process
Very occasionally, student teachers do not make the progress necessary to achieve the outcomes by the end of the course. In such (rare) situations they may be required to take part in one of the following:
• A Progress Review meeting which would look at general issues relating to the student teachers' professionalism, or
• The Student Support process, which would address issues of concern in relation to the student teacher's progress in meeting The Teachers' Standards. This would be identified via the use of Assessment Criteria. If a student teacher is not reaching the expected standards, the university needs to be alerted well in advance and before the final report so appropriate supportive action can be agreed and taken. If the School Based Tutor (SBT) or Training Coordinator is concerned that a student teacher is failing to meet the standards required, they should record this on the Student Teacher Support Form in the 'Yellow Booklet' and alert the university immediately

Guidance for Standard S1: Set high expectations which inspire, motivate and challenge pupils

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher:	**Evidence for this standard may be found in:**
- Establish fair, respectful, trusting, supportive and constructive professional relationships with pupils? - Help learners to show respect and sensitivity in their relationships with one another and the teacher? - Demonstrate a purposeful and safe atmosphere characterised by respect and co-operation? - Succeed in teaching learners to co-operate, to collaborate and listen to others? - Plan work at a suitably high level for age and ability and to external benchmarks that stretch and challenge all pupils? - Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach? - Understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility? - Resolve conflicts and individual learner's problems sensitively to protect their self-esteem? - Establish high expectation for learner's learning and behaviour? - Demonstrate an understanding of the needs of all pupils and minority groups?	**Planning documentation which evidences that:** - Clear classroom risks, resources and routines are being demonstrated - Resources are planned to meet challenging learning outcomes which engage and stimulate and are sensitive to the needs of pupils - Activities are planned that are challenging and engaging for all pupils **Learning Journal and reflections** - Evaluations which reflect upon pupil progress and attitude - Evaluations which identify different progress between pupils and groups of pupils **Lesson observations from mentors and tutors which identify that:** - Health and safety risks are communicated to pupils - Pupils are aware of tasks, on task and make good progress - High expectations are made clear to all pupils and progress is supported and monitored - The student teacher is courteous to all pupils and demonstrates enthusiasm - The student teacher challenges inappropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments **Pupil assessment records** - Assessment is undertaken regularly and pupil progress monitored in order to plan future learning - Marking is systematic, constructive and Includes appropriate targets

Assessment Criteria/Progress Indicators

S1	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S1: Set high expectations which inspire, motivate and challenge pupils	a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	Consistently uses innovative and creative approaches to establish a safe and stimulating environment that sustains pupils' interest in learning. Mutual respect allows a wide range of approaches to learning and classroom organisation. Able to demonstrate a wide range of strategies that are innovative and creative to set up and maintain a purposeful, safe learning environment.	Able to adopt and adapt a range of effective approaches to establish a safe and stimulating environment to sustain pupils' interest in learning. Mutual respect allows for a range of approaches to learning and classroom organisation. Able to utilise a range of effective strategies to maintain a purposeful and safe learning environment.	Is able to establish a safe and stimulating environment to engage and sustain pupils' interest and learning. Sufficient mutual respect established to allow for a range of approaches to learning and classroom organisation Demonstrates understanding of strategies to maintain a purposeful and safe learning environment.	Unable to establish a safe and stimulating environment to engage pupils' interest in learning. No mutual respect for pupils to accept and follow leadership and direction. Requires constant intervention of other professionals to assist in establishing and maintaining a safe and settled learning environment.
	b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Consistently sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Requires the support of another professional to set goals that stretch and challenge pupils.
	c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show a positive impact on the conduct and behaviour of all pupils.	Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils.	Is able to demonstrate the positive attitudes, values and behaviour expected of pupils.	Not able to demonstrate the positive attitudes, values and behaviour expected of pupils.

Guidance for Standard S2: Promote good progress and outcomes by pupils

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Have a secure understanding of how learners learn? • Take account of prior learning in planning and teaching? • Construct and scaffold learning and analyse learner's progress and make accurate assessments of their learning and achievements? • Monitor and assess progress and give feedback so that all pupils make good progress in their learning, including the 'most-able' pupils? • Plan for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment? • Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve? • Encourage pupils to take pride in their work and achievements? • Engage learners in setting objectives for the development of their own learning and development?	**Evidence for this standard may be demonstrated by:** **Planning documentation which evidences that:** • Assessment data is used to inform planning • Planning of high order and diagnostic questions promotes learning • Learning sequences are planned which promote sustained progress • Lesson planning takes account of wider objectives linked to social and personal skills • Lesson plans promote independent and collaborative working • The structure of lessons reflect the needs of pupils and their learning e.g. appropriate pace and resources **Learning Journal and reflections** • Evaluations which identify future learning targets • Awareness of social, emotional, cultural and linguistic factors that influence pupil performance **Lesson observations from mentors and tutors which identify that:** • Lessons and sequences of learning promote good progress and outcomes • Questioning builds on answers and pupils are asked to build upon and reflect upon their answers • Effective use is made of plenaries including requiring learners to reflect upon learning • Pupils are attentive at the start of episodes of learning, enabling them to make good progress • Opportunities are built into lessons to celebrate success **Pupil assessment records** • Summative and formative assessment is undertaken regularly • Record keeping is up to date and used formatively • Constructive verbal and written feedback is provided to pupils • There are opportunities for pupils to reflect upon their progress and identify areas for development

Assessment Criteria/Progress Indicators

S2	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S2: Promote good progress and outcomes by pupils	a) Be accountable for pupils' attainment, progress and outcomes.	Systematic, in-depth evaluation of the impact of teaching, takes into account and informs the contributions of others acting in support and enables pupils to make progress in all areas of learning. Fully understands and is able to model school-level policy and practice and guide other professional colleagues such as teaching assistants. Provides examples of how sustained progression for all groups of learners has been secured.	Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons. Follows school policy and practice.	Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils. Shows awareness of school policy and practice.	Unable to identify the impact of teaching on pupils' attainment, progress or outcomes and incapable of explaining how pupils have made progress. Not aware of school policy or practice.
	b) Plan teaching to build on pupils' capabilities and prior knowledge.	Thorough and detailed understanding of the pupils' capabilities and prior learning drawn from and based on systematic use of focused assessment. Plans are differentiated/ personalised.	Well informed about the pupils' capabilities and prior learning, drawing on focused assessment. Plans are carefully annotated to support progression.	Broadly accurate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress.	Planning not informed by assessment of pupils' capabilities and prior knowledge.
	c) Guide pupils to reflect on the progress they have made and their emerging needs.	Identifies the personal progress and learning needs of each pupil. Pupils receive systematic and developmental feedback which enables them to identify and quantify attainment and contribute to longer-term target-setting.	Has developed a sound understanding of the pupils' progress and their emerging needs. Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.	Has an understanding of the progress and emerging needs of pupils. Can guide pupils to reflect on the progress they have made and their emerging needs.	Unable to identify pupils' progress. No verbal/written feedback to prompt pupils to reflect on their learning and recognise what they need to do next.
	d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Has detailed knowledge and understanding of how pupils learn and how to overcome potential barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Consistently able to use well-targeted interventions to secure learning for all groups. Systematically and effectively checks learners' understanding, anticipating and enacting where intervention is needed.	Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Able to use targeted interventions to facilitate learning for all groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.	Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. Can use targeted interventions to facilitate learning.	No awareness of how pupils learn. Not able to use targeted interventions to facilitate learning for all groups. Does not adapt teaching to respond to the strengths and needs of pupils.
	e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Pupils' are motivated to meet high and challenging expectations for responsible and conscientious attitude to work and study.	Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils' responses.	Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.	Not making clear the expectations for the pupils' attitude to work.

Guidance for Standard S3: Demonstrate good subject and curriculum knowledge

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Have secure pedagogical and subject/phase related knowledge and understanding? • Have knowledge of recent NC frameworks and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these? • Plan and set subject/phase related targets for individuals and groups of learners? • Break down ideas and concepts and sequence them logically to support the development of learners' knowledge and understanding? • Answer learners' questions confidently and accurately? • Construct and scaffold learning, know when to make effective interventions and respond to learners' common misconceptions and mistakes? • Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase? • Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these? • Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies that:** • Subject knowledge, key concepts and principles are identified • Appropriate curriculum and examination requirements are responded to as appropriate • Lesson plans, schemes of work and resources provide examples of how pupil literacy is being developed • Differentiated resources, based on secure subject knowledge, are planned and utilised effectively to promote pupil progress **Lesson observations from mentors and tutors which identify that:** • The student teacher has good subject knowledge and the ability to develop pupil understanding and respond to questions. • Misconceptions and mistakes are addressed effectively • Appropriate subject specific vocabulary is developed • Questioning builds on answers and pupils asked to build upon and reflect upon their answers **Pupil assessment records** • Assessment includes language and literacy learning • Summative, formative and diagnostic assessment of pupil understanding is used to promote learning **Additional evidence** • Subject knowledge audits which demonstrate how any gaps have been addressed • Assignments

Assessment Criteria/Progress Indicators

S3	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S3: 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	Highly confident and proficient in subject and curriculum knowledge. Is able to foster and maintain increasing pupil interest in the subject by teaching engaging teaching episodes/lessons and ensuring progression is made by all learners and addressing misunderstandings.	Good level of subject and curriculum knowledge. Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings.	Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum. Can maintain pupils' interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.	Requires significant and constant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils. Unable to maintain any pupil interest due to lack of subject knowledge and inability to address misunderstandings.
	b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Demonstrates a high level of awareness of developments in both subject and curriculum areas. Promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area.	Demonstrates good awareness of developments and changes in subject and curriculum areas. Promotes scholarship and further study to all pupils within subject and curriculum areas.	Can demonstrate awareness of developments and changes in subject and curriculum areas. Promotes scholarship amongst pupils within subject and curriculum areas.	Demonstrates no awareness of developments in the subject and curriculum areas. Unable to 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	Demonstrates a well-established and thorough understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a wide range of strategies to put these into practice.	Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a range of strategies to put these into practice.	Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English.	Has no understanding of strategies for promoting literacy, articulacy and the correct use of standard English and hence limited or no ability to put these into practice.

	d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	The student teacher demonstrates secure subject knowledge consistently both within discrete lessons and across the curriculum children are very aware of the purpose of phonics. • Subject knowledge during teaching is secure and consistent. • All children learn something new in the lessons. • Student teacher's subject knowledge is secure enough to respond confidently at the point of need to any misconceptions/questions DURING lessons. • Independently is able to plan a series of lessons which show progression. • Consistently able to draw on subject knowledge to inform assessment to change/inform the next plan. • Student teacher is always able to model correct letter formation. • Student teacher embeds opportunities for children to apply phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments. Cohesive links made with language comprehension. • The student teacher has experience across difference phases and key stages including KS2. • Gathers and refers to formative and summative data to inform planning and target setting • Has engaging, constructive strategies and routines to ensure children are fully engaged in SSP learning. • Supports and leads other adults to ensure children make good progress in SSP.	Subject knowledge during teaching is secure and consistent and allows the student teacher to plan, teach and assess SSP with confidence. • Subject knowledge during teaching is mostly secure and consistent. • Subject knowledge is secure so all children learn something new in the lessons. • Student teacher's subject knowledge is secure enough to allow some confidence during lessons to respond at the point of need to anticipated misconceptions/questions. • Independently is able to plan a series of lessons which reflect sound subject knowledge of the progressive nature of synthetic phonics. • Is able to draw on subject knowledge to change/inform the next plan but not consistently. • Student teacher is always able to model correct letter formation. • At times student teacher draws on phonics subject knowledge to plan opportunities for children to apply phonics skills in e.g. guided reading/shared reading/writing and links are made with language comprehension to develop children's reading skills. • The student teacher has some experience across difference phases and key stages and of teaching SSP in KS2. • Draws frequently on formative and summative data to inform planning and target setting. • Works effectively with other adults to ensure children make good progress in SSP.	There is evidence of some subject knowledge but this is inconsistent and support is required. • There is evidence of subject knowledge but this is inconsistent. For example, phonemes may not always be articulated correctly; the graphemes may be incorrectly put into phoneme frames, the wrong grapheme may be used when demonstrating spelling. • Subject knowledge is not secure so student teacher may be able to follow a phonics plan but not deviate from this and respond to children's needs at the point of teaching. • Independently is able to write individual phonics plans but is not consistently able to rely on subject knowledge to inform assessment to change/inform the next plan. • Student teacher does not always model correct letter formation. • Student teacher focuses very much on the discrete phonics lessons and applies subject knowledge across the curriculum rarely and/or when prompted. Limited links made with language comprehension to develop children's reading skills. • The student teacher has limited experience across difference phases and key stages. • Makes use of class teacher's records to inform planning and set targets in SSP. • Adapts SSP teaching appropriately to meet the needs of most learners.	Has no understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this.
	e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Demonstrates a thorough understanding of strategies for the teaching of early mathematics. Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills over time.	Demonstrates a good understanding of strategies for the teaching of early mathematics. Increasingly applies this knowledge well to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills.	Can demonstrate an understanding of early mathematics and appropriate teaching strategies. Applies this knowledge to devise appropriate learning opportunities to support pupils' developing mathematical skills with some success.	Has no understanding of strategies for the teaching of early mathematics and hence limited or no success in doing this.

Guidance for Standard S4: Plan and Teach well-structured Lessons

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? • Manage the timing and pace of lessons, intervene effectively and change direction and the shift in emphasis to support learning? • Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world? • Design homework and out of class work that takes account of learners' attainment, needs and interests that can be completed independently or with appropriate support? • Use the feedback from more experienced colleagues and the experience of observing others to identify ways of improving their practice? • Seek opportunities to engage in collaborative planning and teaching? • Understand the need to consider the role of parents and carers in supporting learners with homework? • Know about the appropriate arrangements and risk assessments required for out of class activities?	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies that:** • Challenging learning objectives are based upon prior learning • Planning shows variety and effective use of time • Homework is suitably challenging and engaging • The student teacher has an understanding of school, national curriculum, examination requirements • Lesson planning takes account of wider objectives linked to social and personal skills • Lesson plans promote independent and collaborative working **Learning Journal and reflections** • Accurate evaluations consistent with colleagues' judgements' • Reflection activities that actively seek to improve practice • Evaluations and reflections that have led to improvements **Lesson observations from mentors and tutors which identify that:** • Effective use is made of pace, variety and lesson structure and timing to maximise learning. • Lessons utilise appropriate teaching and learning strategies, including out of class work as appropriate **Pupil assessment records** • Assessment of work is consistent with subject/ school policy and promotes progress • Appropriate and timely feedback is given to learners

Assessment Criteria/Progress Indicators

S4	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S4: Plan and Teach well-structured Lessons	a) Impart knowledge and develop understanding through effective use of lesson time.	Knowledge is imparted through excellent lessons where pace is maintained and shows effective use of time promoting high levels of commitment to learning.	Knowledge is imparted through good lessons where pace is maintained and shows effective use of time.	Can maintain the pace of the learning and the ability to respond flexibly to events. Can adapt teaching in order to respond to the needs of pupils.	Shows no effective use of time and pacing. Lacks confidence to adapt learning as the needs arises. Pupils are over or under challenged.
	b) Promote a love of learning and children's intellectual curiosity.	Supports all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and situations. Takes appropriate risks when making learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.	Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to 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.	Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.	Does not take into account pupils' responses and shows no evidence of being able to develop and expand on their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity
	c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	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.	Plans homework which consolidates and reinforces knowledge and understanding. Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.	Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.	Homework is not planned and does not provide any consolidation of learning. Little or no thought given to the possibility of out-of-school learning.
	d) Reflect systematically on the effectiveness of lessons and approaches to teaching	Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners over time to inform future planning, teaching and learning. Acts swiftly upon advice and guidance to develop professional practice with noticeable impact upon learning.	Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support. Shows willingness to learn from both success and 'failure' by systematically evaluating practice, including its impact on pupils.	Evaluates and reflects in order to improve on own practice. Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.	Does not evaluate and reflect on own practice. Pays no attention to advice and does not accept constructive criticism to improve practice
	e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	Has contributed to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.	Collaborates with colleagues and has made contributions to curricular developments.	Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.	No contribution to the design and provision of the curriculum.

Guidance for Standard S5: Adapt teaching to respond to the strengths and needs of all pupils

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Take into account the key factors that contribute to the development and wellbeing of learners? • Understand the extent to which different backgrounds and influences may have an impact on learning? • Know and understand the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome? • Interpret and use school level data to identify targets for learners? • Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those from diverse social, cultural, ethnic, religious and linguistic backgrounds? • Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances?	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies that:** • Planning is based upon prior assessments • Planning identifies clear differentiation strategies • Clear Assessment for Learning (AfL) strategies are planned to meet the needs of groups and individuals **Learning Journal and reflections** • Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance • Awareness of the progress and development needs of individuals and groups **Lesson observations from mentors and tutors which identify that:** • All learners make good progress • Questioning is differentiated and builds on responses allowing pupils to reflect upon their answers • Differentiation strategies are used well to support the progress of individuals and groups. • Support staff are employed appropriately **Pupil assessment records** • Assessment is undertaken regularly and used to set targets • Record keeping is up to date and used formatively • School data e.g. FSM, EAL, SEND is used to monitor and track pupil progress.

Assessment Criteria/Progress Indicators

S5	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S5: 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	Lessons show excellent evidence of having considered the individual learning needs of pupils and employ differentiation strategies that address these learning needs of and thus remove barriers to their learning.	Lessons show good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning.	Lessons show evidence of having considered individual learning and differentiation strategies that address them.	Lessons are inappropriately pitched for the needs of the learners which results in no teaching and ineffective use of time.
	b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils' ability to learn. Has a thorough understanding 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 and can adapt teaching to help overcome these. Has a good level of understanding of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils' ability to learn, and can adapt teaching to help overcome these. Understanding is shown of the challenges and opportunities of teaching in a diverse society.	Has no understanding of the factors that inhibit pupils' learning.
	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	Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes	Demonstrates a good awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Can show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Has no understanding of the physical, social and intellectual differences and needs at different stages in pupils' 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.	Demonstrates an excellent understanding of the diverse needs of all learners. Is able to adapt teaching effectively and evaluate it to meet the diverse needs of all learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.	Demonstrates a good understanding of the diverse needs of most learners. Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.	Can demonstrate a clear understanding of the diverse needs of pupils. Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.	Has no understanding of the diverse needs of pupils. Is unable to adapt or evaluate teaching to meet the different needs of pupils.

Guidance for Standard S6: Make accurate and productive use of assessment

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Know the assessment requirements and arrangements for the subjects/phase including those for examinations? • Make effective use of the schools monitoring, assessment and recording policy? • Know how to prepare pupils for assessment activity? • Know the pupils' attainment, monitor progress and attainment and develop and extend learning? • Make judgements about pupils' standards? • Relate assessment to learning objectives, learning activities and learning outcomes? • Use a range of assessment strategies including self and peer assessment effectively? • Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve? • Know, understand and use available datasets to improve the quality of teaching and learning and set appropriate targets for pupils?	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies that:** • Assessment data has been used to inform future planning • Planning of high order and diagnostic questions has been used • Outcomes from assessments are fed back to learners allowing them to identify and address any areas of weakness **Learning Journal and reflections** • Evaluations identify future learning targets based on assessment data **Lesson observations from mentors and tutors which identify that:** • There is use of effective feedback at individual, small group and whole class level • Questioning builds on answers and pupils asked to build upon and reflect upon their answers • Effective use is made AfL strategies including plenaries to identify pupil understanding • Learners reflect on learning and set / review own targets • Teaching is adapted based on formative assessments **Pupil assessment records** • Assessment is undertaken regularly • Use of tests, mock examinations and controlled assessments to provide appropriate feedback • Record keeping is up to date and used formatively • Marking shows progress made by pupils over time • Pupils know how to progress **Additional evidence** • Assignments • Opportunities to moderate progress over time

Assessment Criteria/Progress Indicators

S6	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S6: Make accurate and productive use of assessment	a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Draws on excellent subject knowledge to plan and set challenging tasks based on accurate assessment of learner's prior skills, knowledge and understanding. Assessment carried out effectively, and demonstrates an excellent knowledge of statutory assessment.	Uses well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments.	Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils. Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks	Does not recognise opportunities to assess relevant subject knowledge. Demonstrates no understanding of statutory assessment requirements.
	b) Make use of formative and summative assessment to secure pupils' progress	Makes excellent frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Makes effective frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.	Does not recognise opportunities to make use of formative and summative assessment in securing pupils' progress, especially for those with special educational needs/and or disabilities.
	c) Use relevant data to monitor progress, set targets, and plan subsequent lessons	Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching. Records of pupil progress and attainment are maintained. Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.	Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching. Records of pupil progress and attainment are maintained. Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.	Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching. Records of pupil progress and attainment are maintained. Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons.	Does not use data to monitor progress, set targets or plan subsequent lessons. Records of pupil progress are not maintained.
	d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Uses and analyses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress.	Uses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback.	Can give pupils regular oral feedback, or accurate written comments. Pupils are encouraged to respond to feedback.	Does not use opportunities to give pupils regular oral feedback or written comments and marks. Pupils are not encouraged to respond to feedback.

Guidance for Standard S7: Manage behaviour effectively to ensure a good and safe learning environment

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress? • Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? • Minimise the impact of negative behaviour of some pupils on teaching and the learning of others? • Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil? • Understand the link between learners' behaviour and their involvement and engagement with learning?	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies that:** • Seating plans and clear classroom routines are identified • Effective use is made of additional classroom support • Planning showing consideration of clear behaviour management strategies **Learning Journal and reflections** • Evaluations identify future targets • Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance **Lesson observations from mentors and tutors which identify that:** • The student teacher has high expectations and uses effective and appropriate behaviour management strategies • There is a variety of styles, variation of tone and language appropriate to audience • Effective relationships with pupils are being developed • School policies for behaviour are used appropriately **Pupil assessment records** • Records of sanctions and disruptive pupils maintained

Assessment Criteria/Progress Indicators

S7	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S7: Manage behaviour effectively to ensure a good and safe learning	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	Pupils demonstrate a shared understanding of rules and routines for behaviour which are embedded and implemented consistently in accordance with the school's behaviour policy. Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation.	Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school's behaviour policy. Consistently reinforces good and courteous behaviour in the classroom and around the school.	Clear rules and routines for behaviour in the classroom applied in accordance with the school's behaviour policy. Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.	Rules and routines not established in accordance with the school's behaviour policy. No awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school.
	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	Sustains high expectations of behaviour which are integral to learning. Establishes and maintains a very effective framework for behaviour management, consistently and fairly, using a wide range of strategies. Has excellent knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.	Maintains high expectations of pupils' behaviour. Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards. Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.	Expectations of behaviour are evident. Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards. Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.	Expectations of behaviour not yet evident. Use of praise, sanctions and rewards not evident. Shows no awareness of how to tackle derogatory language.
	c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils' needs. Understands the causes of low achievement and how to challenge and motivate pupils where attainment is low.	Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils' needs. Understands how to challenge and motivate pupils where attainment is low.	Can manage, involve and motivate classes using approaches which are appropriate to most pupils' needs.	No pupil involvement and motivation as a result of ineffective class management.
	d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary	Relationship with pupils ensures a productive and inspiring learning environment. Ensures that any matters relating to pupil behaviour are addressed immediately thus maximising their learning.	Makes timely and effective interventions to maintain good behaviour. Matters relating to pupil behaviour are addressed promptly thus boosting their learning.	Can maintain relationships with pupils which create a supportive learning environment. Is able to exercise appropriate authority and act decisively when necessary.	Fails to establish effective relationships with pupils. Authority lacks confidence and interventions are ineffective.

Guidance for Standard S8: Fulfil Wider Professional Responsibilities

Useful questions to ask when looking at the standards	Where and how evidence may be demonstrated
How well does the student teacher: • Involve themselves in the wider role of the school through pastoral work. PSHCE, assemblies, out of school learning, extra-curricular activity, staff meetings and CPD activity? • Seek support and communicate effectively with other colleagues? • Recognise the value, expertise and benefits to learning of co-operative working? • Plan for, brief and deploy effectively other adults in and out of the classroom? • Review their professional learning and practice on a regular basis and identify strategies to improve? • Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? • Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers? • Acknowledge the contribution that parents and carers can make to their children's learning and wellbeing despite home circumstances or experiences of education?	**Evidence for this standard may be demonstrated by:** **Planning documentation which identifies:** • Participation in jointly planned activities • Development and sharing of resources **Learning Journal and reflections** • Effective use of feedback from mentors/tutors • Identification of professional development (CPD) needs • Evaluate and act upon advice and suggestions **Records which demonstrate:** 1) Participation in wider school activities 2) Taking of assemblies, form time, PSHCE 3) Consultations with parents, pastoral staff, SENCO, other teachers to support and plan for the pupils they teach 4) Team teaching 5) Understanding and implementation of whole school policies e.g. dress code, communication with parents, assessment and recording procedures **Pupil assessment records** • Parents consultation and general communication with parents in line with school policy and procedures **Additional evidence** • Assignments and audits

Assessment Criteria/Progress Indicators

S8	Standard's bulleted subheadings	High level of achievement (has the potential to be Outstanding)	Good level of Achievement	Achieving the Standard at a satisfactory level (but requires improvement to be good)	Developing
S8: Fulfil Wider Professional Responsibilities	a) Make a positive contribution to the wider life and ethos of the school	Is proactive and make a significant contribution to the wider life and ethos of their school. Has a clear understanding of teachers' legal responsibilities.	Is proactive about making a positive contribution to the life and ethos of the school. Has a sound understanding of teachers' legal responsibilities.	Beginning to contribute positively to the wider life and ethos of the school. Has an understanding of teachers' legal responsibilities.	No awareness of school ethos, policies and procedures but requires help in making professional judgments in relation to them. No knowledge of teachers' legal responsibilities.
	b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Consults proactively with different colleagues drawing upon their expertise to support pupil progress effectively to impact upon pupil progress	Consults with the different colleagues as appropriate knowing when to draw on their help and advice. Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.	Understands the roles and responsibilities of colleagues. Can utilise other colleagues' expertise including those with responsibility for special needs and disabilities.	No awareness of the roles and responsibilities of colleagues. No evidence of being able to draw upon other colleagues' expertise without for specialist support and guidance.
	c) Deploy support staff effectively	Clear evidence of effective professional relationships with support staff that demonstrate collaborative working and deployment of support staff to maximise the learning of all pupils.	Able to deploy support staff effectively to facilitate pupil learning for all groups Evidence of collaborative work with support staff to facilitate pupils' learning.	Can deploy support staff to facilitate pupil learning. Evidence of effective consultation with support staff in planning and classroom delivery.	Unable to deploy support staff effectively.
	d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Proactive with their own learning and professional development in order to improve teaching. Is open to coaching and mentoring and respect the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice.	Takes responsibility for their own learning and professional development. Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.	Engages with own professional development Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements.	Not clear about own strengths and areas for development. Not proactive in own development. Does not respond to advice and feedback from colleagues.
	e) Communicate effectively with parents with regard to pupils' achievements and well-being	Communicates very effectively with parents and carers about learners' achievements and well-being.	Communicates well with parents and carers about learners' achievements and well-being.	Can communicate with parents and carers about learners' achievements and well-being.	Requires constant structured guidance to communicate with parents and carers about pupils' achievements and well-being.

PPC	Standard's bulleted subheadings	Areas specific to this section will be exemplified by student teachers when they are:
PART TWO: Personal and Professional Conduct	**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.** • Teachers must maintain high standards of punctuality. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**	• maintaining of professional confidentiality • punctual and prepared for lessons • following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools' approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children • clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders, etc • aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this • putting the wellbeing, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working