



Faculty of, Arts and Professional and Social Studies, School of Education

LJMU ITT Tracker

Demonstrating Progress and Collecting Evidence during Lockdown.

Remote Teaching, working with smaller groups in school and engaging with Professional Development tasks, whether suggested by your course team and available on Canvas, or accessible through other on-line sources, will all contribute towards your evidence for the Teachers' Standards.

This document is intended to support you in identifying suitable evidence during a period of lock-down or isolation. There are plenty of available opportunities to continue to learn and to make good progress. Remember that you are uniquely placed to develop the innovative skills that all teachers currently need. Your "lockdown learning" will significantly contribute towards you showing us, at the end of your programme, that you have demonstrated the Teachers' Standards. All placement and programme experiences provide a rich opportunity for both professional growth and evidence gathering, especially if you are proactive.

Evidence should regularly be added to the audit pages in your Tracker.

You will find these reports and links useful in developing your thinking. We encourage you to read and to reflect on them:

<https://get-help-with-remote-education.education.gov.uk/>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

<https://www.gov.uk/government/publications/remote-education-research/remote-education-research>

Standard S1: by the end of the programme the trainee should have evidence that they can:

Set high expectations which inspire, motivate and challenge pupils

In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can: establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

In order to be recommended for QTS we expect that teachers in training are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences, they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.

Questions to Consider	Possible Examples of Evidence
<ul style="list-style-type: none"> • How has your understanding of the schools' health and safety policy developed? How has it impacted upon your work whilst you and your pupils are working remotely? 	<p>Short reflection on the additional Health and Safety measures that the school has had to put in place during CoVid, including any on-line protocols and how you have established a safe learning environment on-line (examples of any policies and resources used and any training you have been given)</p>
<ul style="list-style-type: none"> • How do you continue to promote a culture of mutual respect where pupils feel able to contribute and collaborate? 	<p>Examples of routines and expectations that you have established for on-line learning. Examples of how you have encouraged pupil contributions on-line, established a rapport with groups of learners on-line, and managed any difficult incidents.</p> <p>Examples of how you have adapted any in-school activities to smaller pupil numbers and/or increased numbers of vulnerable learners.</p>
<ul style="list-style-type: none"> • How do you ensure that all pupils are fully engaged in their learning whilst at home? 	<p>Examples of how you and your school have endeavoured to ensure that all pupils continue learning. This might include provision of equipment, calls home, encouragement etc. Any interventions for specific groups.</p>

Standard S2: by the end of the programme the trainee should have evidence that they can:

Promote good progress and outcomes by pupils

In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can: be accountable for pupils' attainment, progress and outcomes; be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these; guide pupils to reflect on the progress they have made and their emerging needs; demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching and encourage pupils to take a responsible and conscientious attitude to their own work and study.

In order to be recommended for QTS we expect that teachers in training understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

Questions to Consider	Possible Examples of Evidence
<p>Whilst working remotely with pupils:</p> <ul style="list-style-type: none"> ● How have you had to adapt your medium-term planning in collaboration with staff, in response to Lockdown? 	<p>Examples of how you have adapted medium-term planning to take into account the on-line learning environment and/or smaller group sizes in school.</p> <p>Examples of on-line resources you have accessed, evaluated, developed, designed and used.</p>
<ul style="list-style-type: none"> ● How have you had to adapt your teaching strategies to maximise the potential of on-line learning? What have you learnt from pupil feedback on their experiences? 	<p>Examples of strategies you are developing to enable your learners to succeed in an on-line environment. (Lesson plans, resources, evaluations). Examples of how you have used feedback from pupils, evaluations and your own developing expertise to amend any approaches.</p> <p>Brief summary of what you are learning about best practice on-line and any examples of Professional Development you have accessed and benefited from.</p>
<ul style="list-style-type: none"> ● What methods and techniques are you using to assess pupils' progress? <ul style="list-style-type: none"> ○ What impact has this had? ○ How are you including pupil voice? 	<p>Examples of assessment strategies used on-line and strategies you have developed for offering feedback.</p> <p>Examples of the impact of feedback on pupils' work and progress.</p>

Standard S3: by the end of the programme the trainee should have evidence that they can:

Demonstrate good subject and curriculum knowledge

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. And that they 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

In order to be recommended for QTS we expect that teachers in training have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject-specific questions learners ask and they use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.

Questions to Consider	Possible Examples of Evidence
<ul style="list-style-type: none"> • How are you ensuring that your subject knowledge is current and applicable? What difference has any professional development made to your practice? 	<p>Resources which demonstrate how you are ensuring your Subject Knowledge is accurate and applied appropriately. Tasks and Professional Development activities you have undertaken to address any areas of Subject Knowledge in need of development. (Including Phonics knowledge in Primary)</p>
<ul style="list-style-type: none"> • How have you planned to address Subject-specific language and skills and common misconceptions in home learning sessions? What strategies did you use, and which were the most successful? 	<p>Examples of lesson plans/ activities which focus on specific terminology and skills and how you have had to adapt to an on-line environment. Evaluations which indicate impact and next steps.</p> <p>Examples of lesson plans/ activities which address misconceptions, for instance highlighting previous common errors identified through assessment. Examples of pupil work demonstrating impact.</p>
<ul style="list-style-type: none"> • How have subject and curriculum areas responded to the challenges of on-line teaching? How has this developed your critical understanding? 	<p>Examples of how subject communities have responded to the challenge of on-line learning. This may be examples of support from subject associations, fellow professionals, teacher organisations etc. Short reflection on what this situation has revealed to you about your specialism (Secondary) or specific curriculum subjects (Primary) and their capacity to respond.</p>

Standard S4: by the end of the programme the trainee should have evidence that they can:

Plan and Teach well-structured Lessons

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they can: impart knowledge and develop understanding through effective use of lesson time; promote a love of learning and children’s intellectual curiosity; set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. They can reflect systematically on the effectiveness of lessons and approaches to teaching and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

In order to be recommended for QTS we expect that teachers in training employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners’ progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school’s medium-term plans, schemes of work, and curriculum frameworks,

Questions to Consider	Possible Examples of Evidence
<ul style="list-style-type: none"> How have you had to adapt your teaching strategies, plans and resources to teach effectively on-line? 	Short reflection (linked to examples) of the main principles and techniques that you and your colleagues are using to teach in an on-line environment. Short evaluation of the benefits and disadvantages of “live” versus recorded teaching and what you have noticed about pupil motivation.
<ul style="list-style-type: none"> How have you planned your home learning to ensure pupils are engaged and understand the key concepts and skills being taught? 	Examples of lesson-plans and resources for home learning and subsequent evaluations (particularly those which demonstrate how planning has ben designed to address the difference between pupils learning on-line and in class). Examples of assessment practices used and what these tell you about the impact of your on-line teaching.
<ul style="list-style-type: none"> How have you used your knowledge of pupils’ individual needs to enable them to achieve their best learning outcomes? 	Examples of how you have planned to try to meet individual needs in either an on-line environment or in small-class teaching on site. Examples of impact through evaluations or pupil progress.

Standard S5: by the end of the programme the trainee should have evidence that they can:

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

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively; have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these; 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. They 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.

In order to be recommended for QTS we expect that teachers in training know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.

Questions to Consider	Possible Examples of Evidence
<ul style="list-style-type: none"> How have you continued to develop your subject knowledge, skills and pedagogy in order to be an inclusive practitioner in an on-line environment? 	<p>Examples of Professional Development activities you have undertaken to strengthen and deepen your knowledge of SEND, including research on-line. Short reflection on what you have learnt about the potential of an on-line environment to either support all learners or to create an additional barrier to inclusion. Examples of how your school is addressing any issues of equality lock down presents to inclusive practice.</p>
<ul style="list-style-type: none"> How are you ensuring that home learning sessions include appropriate levels of challenge and support for all learners? 	<p>Examples of strategies you have deployed either in remote learning or in school to meet the needs of your learners, particularly any issues raised by an on-line environment in meeting a range of needs.</p>
<ul style="list-style-type: none"> How are you maintaining your commitment to equality and diversity? 	<p>Examples of ways in which your teaching retains a commitment to diversity and equality and any steps you have taken to address inequalities or barriers to learning which arise from pupils learning from home. This may include short (anonymous) case studies if you wish.</p>

Standard S6: by the end of the programme the trainee should have evidence that they can:

Make accurate and productive use of assessment

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

In order to be recommended for QTS teachers in training have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.

Questions to Consider	Possible Examples of Evidence
<p>Whilst working remotely with pupils:</p> <ul style="list-style-type: none"> In what ways have you been able to incorporate or adapt assessment strategies used in your school to promote progress for all pupils? 	<p>Examples of how you have planned for and used formative and summative assessment in an on-line environment and how this has informed subsequent planning and teaching. Evaluations which identify the impact of assessment practice, in particular any benefits and drawbacks of on-line platforms for assessing pupil progress.</p>
<ul style="list-style-type: none"> How have you monitored and shared pupil progress data with colleagues? What steps have been taken where pupils are falling behind expectations? 	<p>Examples of addressing pupil progress, including through marking and feedback to pupils on-line. Examples of discussion of progress through collaboration with colleagues and including examples of parental involvement where appropriate.</p>
<ul style="list-style-type: none"> What have you learnt about statutory assessment and national testing, and how is your school addressing uncertainty? 	<p>Notes about the impact of Covid on statutory assessment and examinations and any responses from professional organisations, your school, and your personal reflections, including response to any DfE announcements and consultations etc.</p>

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

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy; have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. They can manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

In order to be recommended for QTS teachers in training work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Questions to Consider	Possible Examples of Evidence
<p>Whilst working remotely with pupils:</p> <ul style="list-style-type: none"> • How have you maintained good relationships with pupils? <ul style="list-style-type: none"> ○ Describe the strategies you have used to achieve this. 	<p>Examples of strategies you have deployed to maintain a positive relationship with classes on-line and changes made to your approach, given the changed environment for learning. Short reflections of their impact and lessons learned.</p>
<ul style="list-style-type: none"> • How have you maintained expectations and routines that support good behaviour for learning? 	<p>Examples of how On-line expectations of conduct have been shared with pupils and maintained. This may include updated school policies. Examples of any challenging incidents and how they have been addressed and how you have celebrated positive behaviour and supported pupils through the challenges of lockdown.</p>

Standard S8: Fulfil Wider Professional Responsibilities

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they can: make a positive contribution to the wider life and ethos of the school; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; deploy support staff effectively. They can take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and can communicate effectively with parents with regard to pupils' achievements and well-being.

In order to be recommended for QTS teachers in training understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.

Questions to Consider	Possible Examples of Evidence
<p>Whilst working remotely with pupils:</p> <ul style="list-style-type: none"> • How have you contributed to the school community? . 	<p>Give some examples of how you have worked effectively to support your school and as part of a team. Describe how you have shared knowledge, training or information with colleagues and fellow staff in school and of how you have demonstrated flexibility and resourcefulness. Describe how your school has met it's statutory responsibilities : https://get-help-with-remote-education.education.gov.uk/statutory-obligations</p>
<ul style="list-style-type: none"> • Have you been able to communicate effectively with parents with regard to pupils' achievements and well-being? 	<p>What communication methods have you used to keep parents and carers informed? (Give examples). How do you know that these have been effective? What about 'hard to reach' families, parents, carers? Give examples of what you or your colleagues have done to ensure that they are engaged/understand about issues relating to their children</p>
<ul style="list-style-type: none"> • Have you sought advice from other professionals or specialists in relation to pupils with individual needs in your class? 	<p>Give examples of any pupil concerns you have raised, with whom and how you contributed to any outcomes. Give examples of how you have worked collaboratively with your mentor and any other staff, including support staff if appropriate.</p>
<ul style="list-style-type: none"> • How are you keeping yourself up to date with your own professional learning? 	<p>Link to sources of Professional Development you have undertaken, including Professional Development tasks on Canvas.</p>

PART TWO: Personal and Professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following descriptors define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers' Standard:	Key Questions and potential sources of evidence:
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school,</p> <p>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.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<p>Whilst working remotely with pupils:</p> <ul style="list-style-type: none">• Have you needed to draw on pupil well-being and protection policies and procedures when faced with incidents of danger, intolerance or prejudice, including the use of social media? In what ways?• How have you maintained mutual respect, using appropriate communication with pupils?• In what ways have you ensured that appropriate distance is maintained with pupils, including awareness of social media?• How far have your home learning sessions promoted the school's values and ethos, and relevant British values?• Has your communication and home learning provision given pupils an appropriate role-model?• Have you complied with procedures and expectations for working from home? E.g. 'attendance' at planning meetings and/or staff briefings?