**Guidance on the Teachers’ Standards (S1-S8)**

**Including prompt questions and examples of evidence**

**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**

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| **How well does the trainee:*** 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 such as NC level descriptors 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?
 | **Evidence for this standard may be found in:****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

**Reflective Documents*** 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 trainee is courteous to all pupils and demonstrates enthusiasm
* The trainee 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
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**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**

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| **How well does the trainee:*** 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?
* 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

**Reflective Documents*** 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
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**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**

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| **How well does the trainee:*** 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 trainee 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
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**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**

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| **How well does the trainee:*** 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 trainee 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

**Reflective Documents*** 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
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**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**

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| **How well does the Trainee:*** 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

**Reflective Documents*** 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.
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**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**

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| **How well does the trainee:*** 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 NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning?
* 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

**Reflective Documents*** 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
* Pupils know how to progress to the next level

**Additional evidence*** Assignments
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**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**

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| **How well does the trainee:*** 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

**Reflective Documents*** 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 trainee 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
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**Guidance for Standard S8:** Fulfil Wider Professional Responsibilities

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:*** Involve themselves in the wider role of the school through pastoral/form tutor 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

**Reflective Documents*** 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
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