**FT 25 Trainee Self-Tracker and Grade Descriptors**

Achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.

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| **Grade****Description:** | **Trainees’ teaching** | **Trainees’ files – Teaching File and PDR** | **Trainees’ explanations eg in tutorials** | **Trainees’ characteristics - overall** |
| **Outstanding (1)****All the criteria for ‘good’ Grade and:**Trainees graded as `outstanding’ teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training. | always ensures that all learners make progress and are challengedlessons invariably capture the interest of learners, are interactive and inclusiverapport with learners - high-quality dialogue and questioningattention to individuals and groupsmonitor learners’ progress and provide detailed feedback and targetsdepth of subject knowledge demonstratedflexibility demonstrated by changing pace, approach and teaching method as appropriatemake links eg with other aspects of learners’ development/interestsfully exploit possibilities to promote learners’ understanding and appreciation of social and cultural diversity | clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, dealing with barriers to learning.evidence of monitoring and recording learners’ progress and how the outcomes are used in subsequent planningclarity of links between learning objectives, teaching approaches and assessment strategiesshow innovation eg in SoW, approaches to policies, social /cultural diversity maintain files as working documentsshow high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development | describe the stages in progress through a topic/set of ideas and concepts/sequence of teachingable to discuss in detail individual learners’ progressable to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approacheswide understanding of the range of professionals that contribute to learners’ overall development | take risks when trying to make teaching interesting, are able to deal with the unexpected and ‘grab the moment’inspire and communicate their enthusiasm to learnershave an intrinsic passion for learningshow innovative and creative thinking – lateral thinkershave the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakestake full responsibility for their own professional developmentare highly respected by learners and colleagues and, where appropriate, parents/carers and employershave the clear capacity to become outstanding teachersdemonstrate, or show the capacity to develop, leadership and management skills. |
| **Good (2)****All the criteria for ‘room for Improvement’ and:**Trainees graded as `good’ teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training. | learners are sufficiently challenged and achieve the intended learning objectivesengage learners’ interestcreative use of resourcesuse a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosenmonitor learning and provide feedback based on the specific needs of learnersshow flexibility/adaptabilityunderstand how to overcome barriers to learning such as low levels of literacy/numeracywork effectively with learning support and other professionalspromote understanding and appreciation of social and cultural diversity. | plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomesdemonstrate their own depth of subject knowledgeclear links between expected outcomes and how progress and achievement will be monitored and assessedlessons clearly in an appropriate sequence (SoW)evidence of understanding the need to take responsibility for their own professional development through evaluating performance and setting challenging targets andevidence of implementation, review and critical reflection. | can give examples of how they have secured progression for groups of learners through a sequence of lessons, including how they know that learners have made progressable to explain why they use particular teaching and learning approaches and why these work in their subjectcan give examples of working with a wider range of professionals to secure the overall development of learnershas secure understanding of the implications of Every Child Matters/YM, and social and cultural diversity, and can apply this to their own teaching. | show a willingness to try out range of approaches to teaching and learning, know how to learn from both success and ‘failure’, and know when/who to ask for support both in trying out new approaches and in evaluating how well they workclearly understand their own role as ‘learners’ and how to ensure they achieve their own learning goalssystematically evaluate their own practice, including through its impact on learners, and take appropriate actionhave the clear capacity to become good, and possibly outstanding, teachers. |
| **Room for improvement (3)** | learners make progress and consolidate their learningable to teach across a range of different contexts (for example, different ages, groups sizes, levels)enable learners to progress and meet the learning expectations eg by answering Qs/response to needssecure subject knowledgeclear expectations for learning and behaviourmanage the learning environment and resources to enable all learners to make progressmatch teaching and learning activities to the intended learning outcomesplan and use resources efficiently, including the deployment of other adults, learning support and other professionalsmonitor learners’ progress and assess their achievement, and provide feedback to learners which aids their progressbegin to develop learners’ wider understanding and appreciation of social and cultural diversity. | plan lesson/s that set clear learning outcomes and indicate how the planned activities will enable learners to meet these, and how progress and achievement will be monitored and assessed – including recognition of potential barriers to learning such as low levels of literacy/numeracyevaluate their teaching and show an understanding of the need to evaluate the effectiveness of it through the impact on learnerstake some responsibility for their own professional developmenttake account of Every Child Matters/Youth Matters, and social and cultural diversity. | can explain how the training has enabled them to improve their teachinghow their lesson planning fits into a sequence that will enable learners to make progresshow they monitor and assess learners’ achievements, and how this indicates that they are making progressshow awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with thisknows who they should turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issuesdemonstrates a secure understanding of Every Child Matters/YM and of social and cultural diversity. | tend to have a limited, but adequate, range of teaching and assessment strategies, but use these competently and with confidenceevaluate their own practice, including through its impact on learners, and take appropriate actionrecognise that they need help with some aspects of teaching, and are willing to seek out and act on advice and guidanceshow clear capacity to become competent, and in some aspects, good teachers. |
| **Inadequate (4)** | Does not meet all the criteria for “Pass” |

Adapted from: Ofsted (2008) *Grade Criteria for the inspection of ITT 2008-2011 and* Implementing the revised Teacher’s Standards in Initial Teacher Education Support materials UCET and NASBTT April 2012