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| TS1 Set High Expectations which Inspire, Motivate and Challenge Pupils |
| **Lesson plans**: where appropriate including risk assessment  **Resources**: planned to engage and stimulate  **Activities**: relevant to pupil experience  **Lesson evaluations**: reflecting on: Learning environment, classroom management strategies, differentiation  **Lesson observations** which note: Clear communication of lesson objectives, expected standards of behaviour, health and safety risks; trainee is punctual, well-presented and enthusiastic; trainee challenges inappropriate behaviour/comments (sexist, racist, homophobic etc.)  **Assessment records** which show evidence of progress over time for individual pupils  **Professional Development Portfolio** |
| TS2 Promote Good Progress and Outcomes by Pupils |
| **Planning documents** showing: Assessment data used to inform planning; incorporation of higher order/diagnostic questioning; clear development of ideas in the medium term/individual lessons; identified scaffolding; incorporation of independent and collaborative working and opportunities to develop wider personal and social skills.  **Reflective documents** showing: Evaluations which enhance and build on assessment data; awareness of social, emotional, cultural and linguistic factors.  **Lesson observations** which note: clear introduction to and development of ideas; questioning which builds on answers given and where pupils are asked to explain their thinking and reflect upon their learning; effective plenaries; creation of an environment conducive to learning.  **Assessment records** which show that assessment is undertaken regularly and records are kept up-to-date. |
| TS3 Demonstrate Good Subject and Curriculum Knowledge |
| **Planning documents** which: demonstrate a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum for the age range they are trained to teach; plans/SoW/resources which provide examples of a trainee's ability to design opportunities for learners to develop the four skills relating to literacy.  **Reflective documents** which: note ways that the trainee has actively sought to improve practice through wider reading and application.  **Lesson observations** which: comment on a sufficiently secure grasp of the concepts, ideas and principles in subject(s) with clear reference to the relevant school curriculum for the age range they are observed teaching; use of guided reading, text analysis and learning of key subject specific language. |
| TS4 Plan and Teach Well-Structured Lessons |
| **Planning documents** which: set challenging objectives based on prior evaluations; show an increasingly varied approach to assessment, differentiation and group work etc.; seek to incorporate pupils' interests; set homework appropriate to the learners' level; show homework designed to take advantage of the school's extended services; set homework which takes account of the role of parents and carers in supporting pupils; demonstrate secure knowledge and understanding of teaching requirements from curriculum or exam specifications  **Reflective documents** which: evaluate practice based on guidance from others; evaluate lessons consistently with colleagues' judgements; actively seek to identify ways of improving practice; demonstrate that evaluation leads to improvements in lesson planning and classroom practice.  **Lesson observations** which comment on: enthusiasm demonstrated for subject/teaching.  **Pupils' assessment records** which: show that homework is marked and recorded in line with school policy; timely feedback has been given to learners. |

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| TS5 Adapt Teaching to Respond to the Strengths and Needs of All Pupils |
| **Planning documents** which: identify learners' needs (including SEN, G&T, EAL) and acknowledge the spread of prior attainment with differentiated objectives. Objectives are set based on AfL/AoL in previous lessons. Resources are differentiated and selected to promote inclusion (culture/gender etc.)  **Reflective documents** which: evaluate the strategies used and set targets for progression.  **Lesson observations** which comment on: the trainee's ability to engage and retain the active participation of pupils; the way the trainee manages pupil groupings to support inclusion; support for individuals who are struggling; strategies to extend and challenge high attaining pupils. Learning points/foci are clearly explained. Plenary included which provides accurate feedback and challenges learners and is planned to allow all pupils to contribute.  **Pupils' assessment records** which: Refer to pupils' individual learning plans, targets and records of progress. Marking recognises individuals' achievements and sets appropriate targets.  **Professional Development/CPD**: Awareness of specialist staff/provision; awareness of learning theories; child development, models of development. |
| TS6 Make Accurate and Productive Use of Assessment |
| **Planning documents** which: Assess prior knowledge to inform planning of a new topic; plan for use of summative assessment; plan to use appropriate AfL strategies (traffic lights, mini-white boards etc.); plan for appropriate questioning, self and/or peer assessment.  **Reflective documents** which: Critically evaluate data and inform reflection; show awareness of how the school uses statistical information and how this relates to the national picture.  **Lesson observations** which comment on: The teaching of skills and terminology required for formal assessment; the use of question and answer techniques to gauge learning; pupils being asked to explain the thinking behind their answers; pupils being given formative feedback in both verbal and written form; marking, testing and plenaries being used to obtain data on pupil progress; learners reflecting on learning and setting/reviewing targets; trainee listening to pupil answers and encourages and presents new challenges.  **Pupil assessment records** which: show marking and levelling of written work; show that trainee has taken part in moderation exercises and that tests/mock exams have been used to provide formative feedback; show that monitoring and assessment has been consistent over time and that accurate records have been kept; show that monitoring of activity in class has also been recorded and action has been taken. |
| TS7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment |
| **Lesson planning documents** which: Show seating planned for pair/group work; makes specific provision for support staff; specifically plan for monitoring and managing behaviour including where different teaching approaches affect behaviour.  **Reflective documents** which: analyse behaviour problems and evaluate strategies.  **Lesson observations** which comment on: Use of school behaviour policies and procedures; use of a range of behaviour management strategies at a range of levels graded to the problem; communication of high expectations of behaviour within and out of lessons; the avoidance of confrontation and being drawn into arguments when disciplining pupils; varying style, tone and language depending on audience; use of non-verbal communication; effective management of transitions between activities; consultation with colleagues such as HoD, HoY, SENCO.  **Pupil assessment records** which: record sanctions and rewards; show that parental contact has been made where necessary; individual behaviour strategies/targets have been negotiated.  **Professional development/CPD** which shows discussion of school behaviour policy and analysis of critical incidents. |
| TS8 Fulfil Wider Professional Responsibilities |
| **Planning documents which show**: joint planning, joint development and sharing of resources, collaborative planning including with teaching assistants; adequate time has been allowed for detailed plans to be shared with colleagues.  **Reflective documents** which: make effective use of feedback from mentors/tutors etc. to identify personal targets during training and for their induction year; demonstrate they are open to advice and respond positively to constructive criticism; evaluate and act upon advice and suggestions.  **Lesson observations/meeting notes** which show: participation in clubs and extra-curricular activities, assemblies, form periods, PSHE; consultation with pastoral staff and SENCO to better understand the pupils they teach; team teaching; contribution to the success of the paired placement; understanding of the needs of the pupils in the class and the ability to direct support staff to work with pupils as appropriate.  **Pupil assessment records** which show: communication with parents about pupils' learning either verbally or through written communications following the school's policies and procedures. |