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**Maintaining Good to Outstanding during your ECT Induction**

**For Secondary ECTs**

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**Introduction**

We understand that your ECT induction can be very demanding and that there may be times when a little extra support may be needed. We have put together this guidance in order to help you maintain good to outstanding teaching across all of the Teachers’ Standards during your ECT induction. You may wish to use this booklet during discussions with your mentor to discuss specific activities and strategies and think about next steps.

**TS 1: Set high expectations which inspire, motivate and challenge pupils**

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| **An outstanding ECT:**   * **Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.** * **Consistently sets goals that stretch, challenge and motivate pupils, and uses strategies to support the progress of underperforming groups.** * **Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.** |
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| **Teachers’ Standard sub headings:** |
| 1. **establish a safe and stimulating environment for pupils, rooted in mutual respect**   Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. |
| **Strategies**   * **Safeguarding –** Ensure that your own safeguarding practice matches the policy of the school * **The classroom environment –** Consider how well the learning environment supports and extends learning. Be prepared to make adaptations to groupings and table arrangements, especially if this will result in greater pupil progress. Plan for these adaptations in your future sequences of lessons. Establish a relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions of others; linking to: * **Behaviour in lessons –** Ensure that you set consistently high expectations of pupil behaviour which are centred on promoting learning and a safe environment. Consider your use of rewards and sanctions and ensure these follow the school policy for behaviour.Communicate your expectations clearly and consistently. * **Adaptive teaching and grouping -** all pupils always find the work accessible yet **challenging**, including target groups (pupil premium, SEN/D, EAL, LAC and Higher achieving pupils). Vary your approach to sets/grouping of the pupils; consider grouping by ability or mixed ability which is flexible and adaptive, and again change this within different subject areasto ensure progress.Reflect upon the effective use of other adults to support learning across the entire ability range. Be aware of the Pygmalion Effect (Rosenthal and Jacobsen,1968) and its impact on teacher expectations * **Lesson observations and use of display -** collect a portfolio of (stimulating) displays (which represent minorities e.g. disabled, ethnic groups, etc.) and seek opportunities to mirror effective practice by experienced staff in school. Specifically look for examples of stimulating environments, high expectations and use of the pupil voice. * **Learning outcomes-** Allow the pupils to set/ assist in setting the success criteria. Allow them ownership of their own learning outcomes and progress. |
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| 1. **set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions**   Consistently sets goals that stretch, challenge and motivate all pupils. |
| **Strategies**   * **Consistently reflect on your own teaching-** ask yourself (and your mentor): what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are challenged and motivated? Did the activity generate the desired outcome for all pupils? * **Target setting and Assessment for Learning-** Do the pupils know their targets and how to meet them; next steps marking; AfL is embedded * **Interventions –** Do specific targets and interventions show clear steps to goals and include opportunities for regular review? * **Quality lesson planning -** which shows clear and appropriate adaptive teaching strategies; seating plans/groupings; effective use of other adult support and expertise * **Observe other teachers** - Seek opportunities to observe experienced staff and consider the teaching techniques used; reflect how you could build these techniques into your own teaching. * **Speak to the SENCO to seek advice about specific individuals-** look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource. * **Effective use of other adults it the room-** consistently plan how you intend to use the TA and ask their advice when planning the lesson. They may have strengths and knowledge you don’t know about. Clearly plan for the use of other adults on your lesson plan. * **Awareness of vulnerable children/groups –** attend pupil progress meetings where possible; collect evidence showing understanding/impact of vulnerable children’s needs; teacher tracking data with interventions |
| 1. **demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.**   Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |
| **Strategies**   * **Model the behaviours you wish to see -** respect, politeness expected in and outside class to other colleagues and visitors, not just pupils * **Behaviour around school –** transition times, on break duties, time keeping * **Develop relationships with outside agencies and the community** - trips out, parents’ feedback * **Follow the school’s behaviour policy consistently -** including sanctions, rewards, code in & out of classroom; displays of pupils’ work; class charter/expectations are displayed * **Feedback -** to pupils on behaviour and attitudes as well as their work * **Demonstrate the values of school** – in your interactions and teaching * **Allowing for collaborative learning-** plan for group tasks that are truly collaborative (think about your setting and roles for the pupils to undertake)not forgetting to build in feedback and reflection of the task from a pupil’s perspective**.** * **Demonstrate an interest in, and commitment to, each child as an individual** * **Resilience** – seek ways to develop pupil resilience and mind-sets |

**TS 2: Promote good progress and outcomes by pupils**

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| **An outstanding ECT:**   * **Is consistently accountable for pupils’ attainment, progress and outcomes.** * **Has a detailed understanding of the pupils’ capabilities and their prior knowledge.** * **Consistently provides high quality intervention and feedback to pupils which enables them to reflect on the progress they have made and their emerging needs and understand what they need to do to improve** * **Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.** * **Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.** |
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| **Teachers’ Standard sub headings:** |
| 1. **be accountable for pupils’ attainment, progress and outcomes**   Is **consistently accountable** for pupils’ attainment, progress and outcomes. |
| **Strategies**   * **Risk taking -** be prepared to try something new (it might not always work but you will learn from this). * **Flexibility-** be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) especially if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. * **Adaptive teaching-** all pupils always find the work accessible yet **challenging**, including target groups (including: Pupil premium, SEN/D, EAL, LAC and Higher achieving pupils) Vary methods e.g. by resource, by outcome, by support, as well as by ability based task. N.B. Extending high achievers does not mean additional work, it means deepening and applying their understanding. In the same way SEND does not mean less - just a different approach. * **Grouping -** vary how to set/group your pupils; consider grouping by ability and again change this within different topic areasto ensure maximum progress.Actively and consistently reflect upon the effective use of other adults, for example, don’t only use other adults to support those with SEND or lower ability * **Feedback-** marking should consistently be meaningful and help to move the pupils on in their learning. Encourage the use of individual and peer assessment. Ensure there are opportunities to evidence how pupils have acted upon the feedback. * **Learning outcomes-** Allow the pupils to set/ assist in setting the success criteria. Allow them ownership for their own learning outcomes and progress. |
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| 1. **be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these**   • Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  • demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. |
| **Strategies**   * **Consistently reflect on your own teaching-** be honest with yourself, ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the correct outcome for the pupils? * **Assessment for learning-** consistently track pupils’ progress, know the pupils starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? * **Flexibility with your lesson plan:** use a starter, if the pupils already have the knowledge/skills/understanding don’t make them carry out the task again, allow them to start from a different starting point otherwise you are limiting their progress. * **Teacher file/assessments and tracking -** have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the adapted teaching activities to be used to suit the needs of the pupils. SEND pupils use/read/speak to the TA about the school based support plans to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as how to cater for these target groups and ensure you track and reflect upon their attainment. * **Observe other teachers with strengths in specific teaching fields-** Consider the teaching techniques used and reflect how you could build these techniques into your own teaching. * **Speak to the SENCO to ask advice about specific individuals-** look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource. * **Seating plans-** different plans could be used for different topics, working on pupil ability and strengths**.** * **Effective use of other adults -** consistently plan how you intend to use the TA and ask their advice when planning the lesson. They may have strengths and knowledge you don’t know about. Clearly plan for the use of other adults on your lesson plan. Do not routinely place the TA with lower ability groups. * **Be prepared-** Have extension tasks ready (not more questions or a bolt on activity) but activities that deepen the learning or ask the pupils to use the learning in another context. |
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| **C) guide pupils to reflect on the progress they have made and their emerging needs**  Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. |
| **Strategies**   * **Flexibility- (see previous point)** if the lesson is not working do not continue because that is the plan! Change and adapt to suit the needs of the pupils. Plan enhancing activities that deepen the pupils thinking. Allow them to transfer the skills they have used in another context. * **Evaluation-** consistently ask pupils to reflect upon their own learning, then use this to inform your planning. * **Reviews –** Begin each lesson with a review of previous learning; consider which words, vocabulary/subject target language and ideas need to be reviewed * **Allowing for collaborative learning-** plan for group tasks that are truly collaborative (think about your setting and roles for the pupils to undertake)not forgetting to build in feedback and reflection of the task from a pupil’s perspective**.** * **Mini plenaries (or pit stops)-**Short snappy spot checks assessing pupil progress. Red/amber /green cards to check progress. 5 things learnt today, exit cards, and many more. Consider how will you record and use this snap shot for assessment. * **Other ideas-**   -Peer evaluation; AfL  -Response to marking and feedback by learners  -Class environment promoting space for reflection  -Journals and diaries  -Learning Walls  -Pupil awareness of development target, short term targets  -Marking to success criteria; pupils select own success criteria. |
| 1. **demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching**   Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. |
| **Strategies**   * **Evaluating process-** reflecting consistently on what you did and the impact this had on the pupils. How do you know they made progress? How can you show the pupils they have made progress? * **Planning a variety of lessons -** consistently show within your lesson plans how you have tailored the learning to suit the needs of the pupils- use your lesson plan as a working document. Consistently annotate the plan to show how you have adapted the work, and then use this in your future planning. * **Scaffolding –** Provide pupils with temporary supports and scaffolds to assist them when they learn new or difficult tasks; for example thinking aloud while modelling, providing checklists, anticipate errors pupils might make, anticipate misconceptions. * **Questioning –** Ask lots of questions and check for all children’s understanding at each point; questions help pupils practise new information and connect new material to their prior learning. Plan questioning schedules in relation to individual pupils. * **Lesson planning** **–** for EAL, SEN/D, closing individual learning gaps. * **Lesson study** **–** expert practitioners observe teachers within their areas of expertise. * **CPD/ staff training** (and evidence of CPD in appropriate areas), keep constantly up to date with emerging theories and practice. * **Plan for and deliver varied and creative teaching styles-** e.g. paired work, team teaching (not a single approach all lesson). * **Evidence of adapting lessons-** in response to pupils’ needs through lesson evaluations, observations/ learning walks and annotate the plans as you go |
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| 1. **encourage pupils to take a responsible and conscientious attitude to their own work and study**   Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. |
| **Strategies**   * **Expectations –** being consistent and explicit in your high expectations of the pace, focus, independence and quality of work. * **Responsibility** – you take responsibility for ensuring that the pupils take responsibility for the quality of their work. Convey an understanding of the importance of hard work. * **Lesson planning –** consistently plan for opportunities for pupils to take more responsibility for their learning e.g. in selecting different forms of recording/response, different routes to the same learning outcomes or flexibility in progressing to more challenging work when they are ready. * **Evaluation -** consistent awareness of prior achievement and progress within a lesson, to support and challenge pupils on making appropriate decisions about their learning. * **Classroom climate –** establishing a climate where it is safe for pupils to try things and take responsibility; safe in the assurance of your support and comfortable to be independent. * **Rewards -** acknowledging responsible and conscientious attitude to their own work and study as well as achievement. |

**TS 3: Demonstrate good subject and curriculum knowledge**

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| **An outstanding ECT:**   * **Consistently teaches exceptionally well, demonstrating: strong subject and curriculum knowledge; phase expertise.** * **Is confident to work within the curriculum.** * **Demonstrates the ability to address misunderstandings and maintain pupils’ interest.** * **Effectively demonstrates understanding of developments in subject and curriculum areas.** * **Effectively promotes the value of scholarship.** * **Consistently demonstrates a thorough understanding of how to teach reading, writing and communication effectively to enhance the progress of pupils.** * **Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy and the correct use of Standard English, whatever the specialist subject.** * **Consistently demonstrates an understanding of and takes responsibility for promoting high standards of numeracy, whatever the specialist subject.** |
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| **Teachers’ Standard sub headings:** |
| 1. **has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings**   Consistently demonstrates strong subject and curriculum knowledge within the phase taught  Address misunderstandings and maintains pupils’ interest |
| **Strategies**   * **Planning -** show progression from before the lesson and onwards to what follows. * **Adaptive teaching**- Lessons show suitable adaptive teaching strategies and appropriate challenge, and include key questions to extend thinking**.** * **Pose probing questions** - after pupils have acquired basic knowledge, ask questions which require students to synthesise information and extract key concepts * **Misconceptions** – know how to address and challenge pupil’s misconceptions which arise in your subject. Plan to use ‘tricky’ examples to promote discussion and debate relating to common misconceptions to promote deeper conceptual understanding * **Grouping-** vary how to set/group your pupils; consider grouping by ability or mixed ability and again change this within different topic areasto ensure maximum progress.Actively and consistently reflect upon the effective use of other adults. * **Feedback-** marking and feedback assesses the pupils’ progress and sets targets or next steps * Where possible and appropriate, engages in CPD opportunities, courses, school networks and supports/ liaises with **key colleagues** (e.g. host teachers, SENCo) * **Classroom climate, resilience and positive subject mindsets** – classroom engages and interests pupils; classroom displays are tools for learning/ interactive and include key vocabulary/target language. Consistently value all contributions, questions, mistakes, connections and communication. Explore ideas with the class to gain depth of understanding, showing genuine belief that all pupils can learn your subject to the highest level * **Enrichment-** Help plan and deliver enrichment/extra-curricular opportunities, e.g. clubs * **Flexibility**- be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) especially if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. * **Preparation** – take responsibility for your own subject knowledge in advance of teaching and evidence revision/intervention. * **Subject knowledge audit** – evidence progress made in learning of your subject in relation to National Curriculum and GCSE/A level syllabus. |
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| 1. **demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship**   Effectively demonstrates consistent understanding of developments in the curriculum areas. |
| **Strategies**   * **Observe other teachers with strengths in specific teaching fields -** Consider the teaching and learning techniques used and reflect how you could build these techniques into your own practice. * **CPD** Attendance of, and contribution to new understanding in, staff meetings, INSET, and other CPD opportunities where offered. Evidence the impact of CPD on your own professional practice and subsequent impact on pupil progress. * **Research -** attempt to incorporate insights gained from reading, research and University taught modules into your own teaching. * **Through teaching -** seek to instil respect for and value of knowledge, purpose and scholarship * **Model learning –** share your learning and engagement with the subject content in the classroom to inspire and motivate the children |
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| 1. **takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English**   Consistently demonstrates a thorough understanding of how to teach reading, writing, and communication effectively to enhance the progress of pupils. |
| **Strategies**   * **Model excellent** spoken and written English in all lessons regardless of subject. * **Praise** – use praise for examples of progress and high standards of vocabulary and standard English e.g. rewards, newsletters etc. if appropriate * **Evaluation-** consistently ask pupils to reflect upon their own learning, then use this to inform your planning. * **Planning** - shows development of literacy as well as subject specific objectives. Plan opportunities to embed aspects of literacy into areas of your teaching, e.g. SPaG. * **Classroom environment** - shows accurate promotion of literacy key skills and reading. You model the importance of reading for pleasure. * **Communication** - Articulate written and verbal communication (with parents and pupils) in letters, written feedback * **Other ideas-**   -Peer evaluation; AfL  -Response to marking and feedback by learners  -Class environment promoting space for reflection  -Journals and diaries  -Learning Walls  -Pupil awareness of development target, short term targets  -Marking to success criteria; pupils select own success criteria. |
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| 1. **Demonstrate a clear understanding of appropriate teaching strategies for numeracy.**   Effectively demonstrate a thorough understanding of how to include numeracy within your subject to effectively enhance the progress of pupils. |
| **Strategies**   * **Lesson planning –** consistently plan opportunities for pupils to support development of numeracy. * **Resources –** demonstrate examples of numeracy development in your subject area * **Questioning:** Plan to consistently incorporate key questions that: encourage discussion and debate; develop reasoning, problem solving and thinking skills; reveal misconception and understanding to support assessment; promote curiosity, interest and participation * **Link abstract concepts with a variety of pictorial and concrete representations** – use this technique to link concepts * **Evaluation -**  consistent awareness of prior achievement and progress within a lesson |

**TS 4: Plan and teach well-structured lessons**

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| **An outstanding ECT:**   * **Consistently and effectively plans lessons using well-chosen, imaginative and innovative strategies and resources that match the individuals’ needs and interests** * **selects and uses available new technology to effectively support learning** * **Consistently and effectively plans adaptive teaching and learning, purposeful homework that consolidates and extends pupil learning and progress** * **Is highly reflective in critically evaluating their practice** * **Can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning** * **Shows initiative in contributing to curriculum planning and developing and producing effective learning resources.** |
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| **Teachers’ Standard sub headings:** |
| 1. **impart knowledge and develop understanding through effective use of lesson time** |
| **Strategies**   * **Risk taking-** be prepared to try something new (it might not always work but you will learn from this). * **Flexibility-** be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. * **Meet the needs of all learners-** all pupils always find the work accessible yet **challenging**, including target groups (including: Pupil premium, SEN/D, EAL, LAC and higher achieving pupils). * **Groupings -** vary how to set/group your pupils; consider grouping by ability and again change this within different subject areasto ensure maximum progress.Actively and consistently reflect upon the effective use of other adults. * **Feedback-** marking should consistently be meaningful and help to move the pupils on in their learning. Encourage the use of individual and peer assessment. Ensure there are opportunities to evidence how pupils have acted upon the feedback. Allow time for reflection within your lessons. * **Learning outcomes-** Allow the pupils to set/ assist in setting the success criteria. Allow them ownership for their own learning outcomes and progress. * **Plan for the use of adults in the room –** allow the adults in the room to help and assist with planning. |
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| 1. **promote a love of learning and children’s intellectual curiosity** |
| **Strategies**   * **Starting points –** ensure that the learning starts from the interest of the pupil or is related to class or whole school topics * **Relevance –** learning is set within context and the relevance is made clear to the pupils, including relating this to everyday situations. * **Learning outside the classroom –** use the resources and the learning experiences all around you. How can you engage and inspire? How can you build in opportunities to learn outside of the classroom? * **Flexibility with your plan:** If the pupils already have the knowledge/skills/understanding, don’t make them carry out the task again. Allow them to start from a different starting point otherwise you are limiting their progress. * **Observe other teachers with strengths in specific teaching fields -** consider the teaching and learning techniques used and reflect how you could build these techniques into your own practice. How do these techniques engage and foster a love of learning? * **Use of displays –** to engage the pupils and support their learning including revision and consolidation (links to homework possible here) * **Engagement in wider activities** – to integrate national and international days and weeks into curriculum planning – e.g. World Book Day, Anti Bullying Week * **Enrichment opportunities** – engage with opportunities outside the ‘usual’ week’s activities e.g. extra-curricular opportunities, cross subject learning days. |
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| 1. **set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired** |
| **Strategies**  **NB – always follow the school’s homework policy**   * **Homework –** link homework to the classroom learning, rather than seeing it as a ‘bolt on’. Ensure that it is actually deepening and/or building on existing knowledge and understanding. Try to follow up homework in some way e.g. link into future lessons or mark and give feedback. * **Accessible –** homework needs to be accessible by all pupils; consider ways how to record the homework, the amount of support which is needed and possible adaptations. * **Research based homework –** based on applying skills so that pupils can investigate topics which interest them or are linked to the whole class learning, always considering the enhancement of skills. * **Out of class activities –** including a range of other activities out of the classroom which enhance the pupils learning. |
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| 1. **reflect systematically on the effectiveness of lessons and approaches to teaching** |
| **Strategies**   * **Evaluating process-** reflecting constantly on what you did and the impact this had on the pupils. How do you know they made progress? How can you show the pupils they have made progress? * **Planning a variety of lessons -** consistently show within your lesson plans how you have tailored the learning to suit the needs of the pupils; use your lesson plan as a working document. Consistently annotate the plan to show how you have adapted the work, and then use this in your future planning. * **Lesson planning** **–** for EAL, SEN/D, closing individual learning gaps. * **Lesson study** **–** expert practitioners observe teachers within their areas of expertise. * **CPD/ staff training** (and evidence of CPD in appropriate areas), keep constantly up to date with emerging theories and practice and include these references within your reflective learning journal. Demonstrate how your learning is impacting on your own professional development and subsequent impact on pupil progress. * **Plan for and deliver varied and creative teaching styles-** e.g. paired work, team teaching (not a single approach all lesson). * **Evidence of adapting lessons-** in response to pupils’ needs through lesson evaluations, observations/ learning walks and annotate the plans as you go. * **Pupil feedback –** evaluation of the activities from a pupil’s viewpoint. Pupils are honest and can provide good insight into how to adapt/improve the activity for next time * **Feedback –**consider feedback from other members of staff and your mentor in order to make positive impacts on planning. |
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| 1. **contribute to the design and provision of an engaging curriculum within the relevant subject area(s)** |
| **Strategies**   * **Real-life planning –** apply events in the world/events of interest to the learning, e.g. political, historical, environmental, sporting events etc. Make learning meaningful for the pupils. * **Use the environment to enhance learning –** turning the classroom into a resource e.g. use of artefacts. * **Team/phase planning –** make effective and consistent contributions to team/staff planning meetings. Interacting with the group and working towards a common end goal. * **Share your expertise –** reflect on your curriculum strengths and consider how you can use this to contribute to curriculum design and wider school life. |

**TS 5: Adapt teaching to respond to the strengths and needs of all pupils**

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| **An outstanding ECT:**   * + **Consistently and accurately know when and how to adapt teaching appropriately, using approaches which enable pupils to be taught effectively in relation to impact on learning and engagement of learners.**   + **Consistently demonstrate a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these employing a range of effective intervention strategies to secure appropriate progression for individuals and groups, (including those eligible for the pupil premium.)**   + **Consistently demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils’ education at different stages of development**   + **Demonstrate 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; those with PP; and be able to use and evaluate distinctive teaching approaches to engage and support them**   + **Consistently challenges and motivates pupils with low attainment/underperforming pupils/groups to support them in making appropriate progress** |
| **Teachers’ Standard sub headings:** |
| 1. **know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**   Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively. |
| **Strategies**   * **Adaptive teaching-** all pupils find the work accessible yet challenging, including target groups (including: pupil premium, SEN/D and higher achieving pupils). Adaptive teaching thoughtfully considers a variety of factors including resources, support, grouping, open ended tasks) * **Plan for breadth of curriculum** – allow pupils to build skills they can apply in other curriculum areas. * **Effective questioning-** consistentlyuse open ended questions, do not accept the first answer, allow pupils to build upon the answer. If the answer is not correct how is it wrong-unpick their reason, explore how they reached that answer, it might help identify a misconception. Consistentlyallows for think time, allow for the sharing of answers and discussions. There does not always need to be a right answer (mystery activities, group work, enquiry based learning) * **Grouping**- consistentlyknow when to group and vary how to group your pupils. Consider flexible grouping by attainment (linked to ongoing assessment) and change this within different topic areas to ensure maximum progress. * **Other adults** - actively reflect upon the effective use of other adults and deploy them to maximise impact on learning. * **Feedback**- consistentlyprovide feedback that allows for individual progress and allow time for pupils to respond to this feedback * **Speak to others (other staff/SENCo)** – about strategies and resources that could be used to support your pupils’ progress. Research a range of adaptive teaching strategies and reflect on their usefulness in promoting pupil progress for all. * **Observe** – Use your ECT time to go into other classes or attend planning meetings to extend your understanding of how learning can be adapted. * **High expectations** – always be mindful of not labelling by group or an individual e.g. ‘low ability pupil’. |
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| 1. **have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these**   understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups |
| **Strategies**   * **Knowledge of the pupil**- you need to have the knowledge of the pupil to ensure you are identifying their needs. Develop an understanding of prior knowledge and attainment and use this to inform planning. * **SEND-** Use IEPs/IBPs/EHC plans to identify the needs of the pupil and speak to staff to gather information about the other targets groups and their needs. * **Other needs** – Consider how you can support all learners e.g. EAL and employ some of these strategies as part of your teaching and learning. * **Emotional needs** – Be aware of social and emotional needs and use approaches to sensitively support the pupil. * **Grouping-** consistently be flexible with your grouping for each topic area. * **Adaptation of task-** not just outcome, could include providing writing frames, sentence starters, colour coded sheets for ability, subject champions (to provide peer assistance) * **Talk to other staff members-** they may have different ideas you could employ within the classroom, or they may have used similar activities before and be able to guide you with ideas and intended outcomes of the task. * **Analyse** – consistently the strengths and needs of the pupils * **Reflect** – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding. * **Evidence –** consistently gather and scrutinise evidence to support your understanding of what works for each child in supporting progress. Assess pupil need, plan, review and implement change to support pupil progress. |
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| **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**  Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development. |
| **Strategies**   * **Knowledge of the pupil**- you need to have the knowledge of the pupil to ensure you are identifying their needs and know who to talk to in order to ensure the information is accurate and up to date. * **Honest and reflective feedback**-but most importantly act upon this feedback and evidence the improvement in your plans, evaluations and tracking of pupil progress. * **Other staff**- ask the pupils/other adults in the room/ mentor for their honest opinion, and act upon it. Discuss the effectiveness of these actions. * **Reflect** – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding. |
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| **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**  • Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  • challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.  • Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. |
| **Strategies**   * **Celebrate diversity –** immerse pupil with differing needs in the heart of the classroom. E.g. EAL pupils- buddy up with an English speaking student (could be of the same or higher ability) * **Grouping**: plan to ensure your lower attaining pupils are allowed to work with high attaining pupils (they learn from their peers/friends) and be flexible with this for different subjects, tasks etc. * **Ability to adapt teaching strategies** to ensure that pupils with SEND (including, but not limited to, autism, dyslexia, attention deficit hyperactivity disorder (ADHD), sensory impairment or speech, and language and communication needs (SLCN)) can access and progress within the curriculum * **Ability to recognise**  signs of SEND, discuss these with other professionals and make adjustments to overcome any barriers * **Immerse and celebrate diversity-** say hello in the home language of an EAL pupil. Carry out different religious ceremonies/events within school or make links with other schools with great cultural diversity. Always ensure all tasks are accessible to all pupils in the class regardless of their SEN/D need. * **EAL –** encourage EAL pupils to speak their home language when thinking and planning out answers but encourage the use of English when participating in group discussions. Model and scaffold language and provide visual representation of language/instructions. * **Subject champion-** using your higher ability pupils as subject champions, can they explain the learning is a peer friendly way? How could you evidence this? |

**TS 6: Make accurate and productive use of assessment**

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| **An outstanding ECT:**   * **Accurately assesses achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula … examinations and assessment arrangements.** * **Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.** * **Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.** * **Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.** * **Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.** * **Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.** |
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| **Teachers’ Standard sub headings:** |
| 1. **know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements** |
| **Strategies**   * **Marking Policy –** engage with the marking policy of the school reflecting when and how these should be implemented and how these relate to the feedback provided within pupils work * **Marking –** explore the different ways to provide feedback for the pupils through written and verbal feedback in your subject * **Follow up** marking by providing time for pupils to respond to written feedback/set targets as a means of progression * **Statutory Assessment –** explore the documentation on the .gov.uk website relating to statutory assessment across the key stages and discuss with assessment coordinator/managers how these are implemented within school |
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| 1. **make use of formative and summative assessment to secure pupils’ progress** |
| **Strategies**   * **Consistently reflect on your own teaching-** be honest with yourself, ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the intended outcome for the pupils? * **Assessment for learning-** consistently track pupils’ progress, know the pupils’ starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? * **Teacher file/assessments and tracking -** have clear and consistent tracking of ALL pupils using appropriate data. Highlight on your lesson plans your target groups and the adapted teaching activities to be used to suit the needs of the pupils. For SEND pupils use/ speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as to how to cater for these target groups and ensure you track and reflect upon their attainment. * **Speak to the SENCO to ask advice about specific individuals-** look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource. * **Planning –** include prior learning and prior assessments in lesson plans to provide a starting point for the assessment and learning * **Statutory Assessment –** explore how statutory assessment is used within school and how this is utilised to inform planning and to ensure progression. |
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| 1. **Use relevant data to monitor progress, set targets and plan subsequent lessons** |
| **Strategies**   * **Evaluation-** consistently ask pupils to reflect upon their own learning, then use this to inform your planning. * **Mini plenaries (or pit stops)-**Short snappy spot checks assessing pupil progress. Red/amber /green cards to check progress. 5 things learnt today, exit cards, and many more. Consider how will you record and use this snap shot for assessment. * **Assessment for learning-** consistently track pupils’ progress, know the pupils starting point and plan accordingly for each pupil, also be specific for each topic area. Have an awareness of your target groups and reflect this in your planning? * **Assessments and tracking -** have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the adaptive teaching activities to be used to suit the needs of the pupils. For SEND pupils use/ speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as how to cater for these target groups and ensure you track and reflect upon their attainment. * **Setting Targets –** engage with the target setting process at the beginning of topics on a group and/or individual level, providing suitable points within the topic and lessons to engage with these targets * **Pupils and Targets –** pupils are aware of their own targets and are able to say why they have them and strategies they will use to reach them * **Other ideas-**   -Peer evaluation; AfL  -Response to marking and feedback by learners  -Class environment promoting space for reflection  -Journals and diaries  -Learning Walls  -Pupil awareness of development target, short term targets  -Marking to success criteria; pupils select own success criteria  - Daily/weekly time to respond to feedback  -Individual time set aside every day/week to create space for meaningful dialogue with |
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| 1. **Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback** |
| **Strategies**   * **Marking –** marking is prompt, understandable and readable by the pupils, clearly relates to the learning objective and states the next steps which the pupils have to achieve * **Positive feedback –** verbal feedback is given throughout the lesson to all pupils including why and how to improve. * **Marking Policy –** the marking policy is consistently and accurately employed when marking books. * **Verbal Feedback –** feedback is clear and in pupil friendly speech and pupils can read it and understand it. * **Good practice –** discuss with your mentor and other teachers within the school how they mark and implement the marking policy. Discuss how they implement effective verbal feedback within their classrooms * **Time for Feedback –** ensure within planning that pupils have the opportunity to respond to feedback. Consider allowing them to write their response to the feedback within their books. * **Good practice –** explore the good practice within the school and reflect on how this could be implemented or enhance current practice. Listen and act on specific feedback relating to feedback. |

**TS 7: Manage behaviour effectively to ensure a good and safe learning environment**

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| **An outstanding ECT:**   * **act in accordance with the school’s behaviour policy** * **create an excellent climate for learning including establishing positive relationships with pupils** * **have very clear and consistent expectations for excellent behaviour and learning behaviours.** * **be proactive in creating their own strategies to tackle all types of poor behaviour (including bullying, cyber and prejudice-based bullying) and critically reflect on these.** * **use of a wide range of positive behaviour management strategies (be proactive rather than reactive)** * **impose sanctions effectively, consistently and fairly as appropriate.** * **keep pupils motivated and engaged throughout.** |
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| **Teachers’ Standard sub headings:** |
| 1. **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** |
| **Strategies**   * **Taking responsibility** - take responsibility for and have the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; * **Be encouraging -** actively encourage pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation * **Be assertive as required –** show that you can effectively tackle bullying, including cyber and prejudice-based (including homophobic) bullying (consider your evidence of this) * **Clear expectations -** establish expectations from the beginning of the year * **Consistency -** apply expectations at all times and in all situations * **Be prepared -** know how to approach specific bullying sensitively and in relation to the school’s policy |
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| 1. **have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly** |
| **Strategies**   * **Sustain expectations -** consistently sustain high expectations of behaviour. * **Be aware of the school’s policy -** establish and maintain or apply the school’s framework for discipline consistently and fairly, using a wide range of effective strategies. * **Be creative -** introduce and consistently use own systems in line with school’s policy but with some creativity * **Fairness -** show fairness in implementing rewards and sanctions with an awareness of the needs of individual children and the appropriateness of rewards and sanctions |
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| **c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them** |
| **Strategies**   * **Inspire -** consistently manage a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. * **Plan carefully -** plan and deliver inspiring lessons which engage interest and encourage children to focus on learning. Develop and use a behaviour plan to support you being proactive rather than reactive. * **Encourage personal satisfaction -** highlight the intrinsic rewards associated with good behaviour and learning * **Access useful information -** know which children have IEPs/support plans and implement these according to the school’s expectations * **High expectations -**  Consider how TS7 links to TS1 in terms of motivating and inspiring learners * **Reflection -** Evaluate lessons carefully and discuss in your mentor meetings. |
| **d) Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary** |
| **Strategies**   * **Relationships -** consistently demonstrate effective professional relationships with pupils exercising appropriate authority; acts decisively when necessary. * **Modelling -** model positive communication and respect * **Respect -** demonstrate that all pupils are valued * **Employ the voice of authority as required -** maintain an appropriate teacher/pupil relationship which allows for an authoritative stance when required |

**TS 8: Fulfil wider professional responsibilities**

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| **An outstanding ECT:**   * **Is consistently proactive and makes a positive contribution to the wider life and ethos of the school** * **develops effective and consistent professional relationships with colleagues, knowing how and when to draw on advice and specialist support** * **deploy support staff effectively to maximise the learning of all pupils** * **is consistently proactive in taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** * **communicates effectively with parents/carers with regard to pupils’ achievements and well-being.** |
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| **Teachers’ Standard sub headings:** |
| 1. **make a positive contribution to the wider life and ethos of the school** |
| **Strategies**   * **The school’s wider life -** be consistently proactive and make a positive contribution to the wider life and ethos of the school. Volunteer for things and get involved. * **Be proactive –** ask what you can help with e.g. extra-curricular activities, organisation of assemblies, school plays, sports day, educational visits etc. Look beyond your own teaching responsibilities. |
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| 1. **develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support** |
| **Strategies**   * **Good relationships –** develop professional relationships with colleagues which are consistently effective. * **Communicate -** consistently and effectively consult with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. Ensure you communicate effectively with your TA both verbally and incorporate how the TA will support pupils on your lesson plan * **Use your initiative -** know when to seek help and when to make a decision. Your mentor will be able to offer support but you should not be reliant upon them * **ECT time** - consider how you can use your ECT time to access specialist support or for CPD. |
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| 1. **deploy support staff effectively** |
| **Strategies**   * **Other adults -** consistently and effectively deploy support staff to maximise the learning of all pupils. * **Don’t forget the TA** – other adults need to feel valued and you should talk to them and provide them with planning and expectations in good time, preferably at least the day before. Do not routinely place the TA with lower ability groups * **During the lesson** – utilise other adults during the lesson as much as you can. Try to avoid times of passivity. They might be able to help you with your assessment for example. * **Work together** - Share planning in advance**, i**nvolve support staff in planning and assessment and seek their contributions. |
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| **d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** |
| **Strategies**   * **Personal responsibility -** be consistently proactive in taking full responsibility for improving your own teaching through professional development. * **Taking advice** - effectively use the advice and guidance offered by colleagues to secure improvements in practice and reflect on this and feedback to colleagues. * **Be responsive** – listen carefully and actively, take notes, resolve to address areas for development. * **Plan CPD -** seek opportunities to see good practice in areas you need to make progress in * **Evaluate and reflect carefully** and use mentor meetings productively. |
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| **e) communicate effectively with parents with regard to pupils’ achievements and well-being.** |
| **Strategies**   * **Parents -** proactively and consistently communicate effectively with parents and carers about pupils’ achievements and well-being. Follow the school policy. * **Seek out parents and carers -** share good news about their children. Develop ways to communicate with parents through the use of newsletters and class blogs. Present opportunities for interaction with parents through possible show case events? * **Written reports –** ensure that you use the school’s proforma and ensure that you seek the support of your colleagues for words and phrases to use when writing reports. Reading past reports will be helpful. |