## School Experience Formative Assessment Continuum

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**York St John ITE Partnership**

**School Experience Formative Assessment Continuum**

This document has been developed with Partnership colleagues over time to reimagine the summative ITE grading process as a constructive feedback dialogue between the student teacher and their mentor. As such, it seeks to enhance self-regulatory practice for emergent teachers. We have taken account of research literature around assessment, grading and self-regulation, have aligned the document to the Core Content Framework [CCF], Teachers’ Standards [TS] and have also drawn upon work by the influential Danielson Framework in the USA. The continuum seeks to offer staged expectations specifically linked to the curriculum. It is viewed as a developmental tool to promote ownership and independence in developing as a reflective classroom practitioner. The Teachers’ Standards provide an end-point assessment for qualified teacher status (QTS) and are not used to assess against before this. It is also worth noting that the key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners.

The recognition of the effect of formative feedback outperforming ‘grades’ judgements has a long record in educational research and practice. In being guided by the extant literature in this area over nearly 40 years, the Partnership is focusing on replacing school experience judgements with dialogic instrumental feedback emphasising self-regulatory habits in the student teachers, and more knowledgeable self-assessment on their part.

Hattie and Timperley (2007) describe seeking help as a learner proficiency and discuss the distinction between *instrumental* help versus *executive* help. In their opinion, task feedback becomes most effective when combined with self-regulation feedback, so that it is instrumental, and not executive. Self-regulation feedback can be described as comment or advice which is intended to support or enhance skills in using such learning functions, even such as helping students recognise, seek, and accept feedback. It is intended to enhance student teacher confidence and willingness to expend effort in and practise the learning.

Students on an Initial Teacher Education Programme find themselves in the unique position of being both donors of feedback (to their pupils in school) as well as recipients of feedback (from their host teachers and mentors). Ideally, this should position them to act upon the feedback they receive so that they move from obtaining *executive* help (seeking answers; Hattie & Timperley, 2007) to *instrumental* help (seeking suggestions on how to work something out). Along this journey, they also engage with feedback literature and practical school experience that enables them to also become better donors of feedback.

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| **How student teachers should use this** | **How school mentors should use this** |
| This is your living document so please refer to it and self-assess on an ongoing basis | This document is intended to be owned by the student teacher and it is their responsibility to keep it updated |
| Focus on a particular area(s) each week as outlined or suggested by the SE Director’s communications as well as areas identified by you and your mentor | Support the student teacher in identifying a suitable area of development for discussion |
| Focus on the core (**bold**) criteria and identify the aspects you have met and those that you feel can be developed further | The level of support is likely to change across the continua. SE1 might be characterised as co-construction, SE2 by support and SE3 by independence. |
| In consultation with your mentor or host teacher, co-construct actionable targets and identify actions to further improve your current stage. Discuss strategies to be able to meet your SMART targets | In consultation, and according to the point within the continuum, decide actionable targets and identify actions to further improve the current stage. Core criteria are in **bold**. |
| Self-review movement against targets through lesson evaluations and reflection before your next mentor meeting. Identify what you think are your next steps. | Ensure that the student teacher’s self-review movement against targets through lesson evaluations and reflections are realistic. |
| Bring evidence to discuss these during your next mentor meeting or discussion with host teacher. | Through dialogue, agree the next steps that have been identified and ensure that these are SMART targets. |

**N.B. Mentor (and other host teachers, Link Tutors)** should provide instrumental formative feedback using Nicol & MacFarlane-Dick (2004) model;

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching

**Behaviour and High Expectations - This continuum is intended to promote dialogue about your progress towards the standards**

The statements below support the YSJ curriculum which has been informed by the YSJ Curriculum Themes, the Core Content Framework and the Teachers’ Standards. The full Standards can be accessed at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf>

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  ***Student teachers must have met the standards by the end of SE3*** | **Beyond Expectations for SE3** |
| **A safe and stimulating learning environment characterised by routines, effective / positive relationships, mutual respect + positive behaviour.** | **I model the positive attitudes, values and behaviour expected of pupils.** | | | I model exemplary standards of professional integrity and values which are reflected by the pupils’ behaviour and love of learning. |
| **A safe and stimulating learning environment characterised by routines, mutual respect and positive behaviour** | **I plan and use some routines and strategies to create a safe and stimulating learning environment although some learning time may be lost between activities.**  Most of the interactions I have with pupils are generally positive, respectful and appropriate. | **I plan and use a range of routines and strategies that enable me to create a safe and stimulating learning environment, with little learning lost during transitions.**  I have positive, respectful and appropriate interactions with pupils. I plan for positive behaviour management. | I plan for and use a broad range of routines and strategies that enable me to create and maintain a safe and stimulating learning environment with effective transitions.  The interactions I have with pupils are firm, fair and appropriate and demonstrate mutual respect. | I plan and use sophisticated strategies that enable me to maintain and develop a safe and stimulating learning environment, ensuring seamless transitions in which pupils take responsibility to ensure there is no loss of learning time. |
| **High expectations of behaviour for learning - e.g adherence to school policy, ability to challenge and stretch all.**  ***(research informed teaching/prior experiences)*** | **I am able to set and maintain clear and high expectations for most of my lessons. I establish appropriate standards of conduct for most of my lessons in line with school policy**  **With support, modelling and observation of colleagues, I attempt to respond to misbehaviour.** | **I am able to set and maintain clear and high expectations across all my lessons. I establish appropriate standards of conduct across all my lessons in line with school policy.**  **My response to pupil misbehaviour is appropriate and there is general adherence to classroom expectations.** | All my lessons are characterised by clear and high expectations and high standards of conduct. I apply the behaviour policy consistently and effectively.  I can respond to pupil misbehaviour in an appropriate and successful way, which respects the pupils’ dignity; pupil behaviour is generally appropriate | High expectations are co-created with students and evident in all elements of my classroom practice with. I apply the behaviour policy consistently and effectively.  I have developed subtle and preventative monitoring strategies the ensure pupils are capable of managing their own behaviour |
| **Use of a range of strategies to recognise positive behaviour and learning in the school environment - including the ability to engage, encourage and motivate all pupils *(developing intrinsic motivation + opportunities for success/use of physical space)*** | **I demonstrate responsibility for the success of pupils in my classes and use some strategies to encourage, engage and motivate. I sometimes tailor responses to meet behaviour needs.** | | I use a repertoire of strategies to encourage, engage and motivate. I tailor responses to meet individual needs of different pupils. I use dialogue to promote positive behaviour with pupils  I use positive reinforcement consistently and effectively increasing pupil self-motivation | I use a wide range of engagement and motivational strategies; pupils demonstrate self-regulation in attending to their own learning. I understand when my responses need to be nuanced to the individual.  I use positive reinforcement consistently and effectively increasing pupil self-motivation and self-regulation. |
| **Use of a range of strategies to recognise positive behaviour and learning in the school environment - including the ability to engage, encourage and motivate all pupils *(developing intrinsic motivation and opportunities for success/use of physical space)*** | **I can use positive reinforcement to encourage effective behaviour for learning**  **I consider the effective use of learning space and use some of the physical resources to support learning and positive behaviour** | I consistently use appropriate positive reinforcement to establish effective behaviour for learning  **I make effective use of the learning space and physical resources to support learning and positive behaviour.** | I use positive reinforcement consistently and effectively increasing pupil self-motivation | I use positive reinforcement consistently and effectively increasing pupil self-motivation and self-regulation |
| **Appropriate communication/interactions in the classroom, given the context *(e.g., balance between learning talk and behaviour talk)* i.e., behaviour *for* learning** | I am beginning to get more balance between teacher and pupil talk. Some pupils in my lessons contribute to class discussion and questions. There is sometimes more behaviour related talk than learning talk in my lessons. | There is some balance between teacher and pupil talk. The majority of pupils in my lessons are engaged and participate in discussions. There is more learning talk in my lessons than behaviour related talk. | **There is balance between teacher and pupil talk. All pupils in my lessons are engaged and participate with many asking appropriate questions. My lessons are characterised by learning talk and there is little behaviour related talk.** | Pupils in my lessons demonstrate high levels of engagement and participation. |

**Pedagogy - This continuum is intended to promote dialogue about your progress towards the standards**

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  ***Student teachers must have met the standards by the end of SE3*** | **Beyond Expectations for SE3** |
| **Pupil attainment, progress and outcomes**  ***(building on existing capability and prior knowledge - related to memory, cognitive load)*** | I consider prior knowledge when planning and I am aware of the links between memory and learning but links to new learning aren’t secure.  **I am aware that learning needs to be broken down into smaller steps but lack confidence when planning to limit cognitive load.** | **I have a secure knowledge of pupils prior learning and attempt to link new concepts to this.**  I break content down into smaller steps and try to minimise cognitive load through logical sequencing.  Most of my outcomes have high expectations and rigour, and important learning in the discipline. They are connected to a sequence of learning.  **Pupil progress is appropriate for most learners.** | **I provide clear explanations of the sequenced content which is informed by assessment of prior learning and make explicit links to LTM when introducing new key concepts.**  All my outcomes have high expectations and rigour and important learning in the discipline; my outcomes are connected to sequence of learning in the discipline.  **Pupil progress (in relation to their starting point) is in line with expectations for all learners.** | **I encourage pupils to independently make links between prior learning and new content.**  My outcomes are based on a comprehensive assessment of pupil learning and take into account the varying needs of individual pupils or groups.  **Pupil progress is in line with and sometimes exceeds expectations for all learners.** |
| **Support pupils to reflect on their progress, identify learning needs/targets**  ***(metacognition, self-regulation and self-efficacy)*** | **I plan for opportunities for reflection on pupils’ own learning including success criteria.** | I am beginning to scaffold metacognition through focussed reflection.  **My pupils accept the responsibility to do good work and invest the energy into its quality.** | **I offer regular opportunities for pupils to reflect on their knowledge, capabilities and beliefs about learning and I explicitly teach metacognitive strategies.** | **I support pupils’ self-regulatory behaviours and encourage independence in this process for example revising drafts on their own or helping peers.** |
| **Knowledge and understanding of how pupils learn and application to pedagogy.**  ***(researching theories of learning and recognition of working and long term memory)*** | **I am able to pedagogically deconstruct the approach to planning however lesson and unit plans offer limited subject specific learning strategies, and some are not suitable.** | **I can plan to ensure pupils’ thinking is focused on key concepts within the subject and use some pedagogical strategies to support this.**  I understand the value of learning theory and attempt to ensure my planning is underpinned by this. | **My planning incorporates subject specific pedagogies that are suitable and aid learning.**  Learning theory is embedded in my practice. | My planning reflects recent developments in subject specific pedagogy that aid learning for all pupils. |
| **Knowledge and understanding of child development and potential barriers to learning**  ***(including SEND, language, identity and background*)** | **I am aware of some of the pupils’ learning needs and try to accommodate these in my planning.** | I have accurate and current understanding of the typical developmental characteristics of the age groups I am teaching and apply this to how pupils learn.  **I am aware of the significance of pupils’ additional learning needs and plan to meet these needs.**  I am aware of students’ cultural heritages and incorporate this knowledge in lesson planning. | **My knowledge of how pupils learn is accurate and current underpinned by a research evidence base and I actively work with a range of experts to ensure my provision supports progress.**  **I am well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.** | I consistently, proactively and creatively ensure all needs are met through a variety of approaches. |
| **Planning for teaching, learning and assessment *(process of planning/sequencing and linkages to support development of knowledge, understanding and skills)*** | **My lessons have a recognisable structure, although the structure is not uniformly maintained throughout.** | **My lessons and sequences of learning have a recognisable structure around which activities are organised.** | **I have secure knowledge of how pupils learn and this allows them to demonstrate a depth of understanding of central concepts, knowledge, skills and principles for the subject through exposition, repetition and practice.**  I model new processes to support pupils’ understanding of core concepts (including abstract concepts) | I have extensive understanding of how pupils learn and how this is sequenced and can apply this to all pupils which aids assessment and informs next steps. |
| **Teaching style /strategies / activities to nurture curiosity and promote a love of learning and creativity *(including challenge and enrichment and considering general versus subject specific pedagogies)*** | I plan for opportunities for pupils to collaborate in paired and group activities and I can ask closed questions and some open questions.  My planning takes account of children's interests. | **I confidently use open questioning as a strategy e.g. to address misconceptions and foster curiosity and break down problems.**  My planning includes challenge and enrichment opportunities. | **I plan for opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding and extend their vocabulary and also to identify misconceptions.**  My planning includes challenge and enrichment opportunities which aims to motivate all learners. | I plan for pupils to proactively participate in dialogic learning that demonstrates progress through the use of sophisticated questioning.    My planning is driven by pupils’ curiosity and they are offered opportunities to feed into the planning process. |
| **Approaches to adapt teaching and resources for the needs of all pupils to enable them to make good progress - including clarity of communication/use of language *(addressing the needs of pupils at different starting points/enabling pupils to experience achievement/success)*** | **I am aware of the different starting points in the class but I still teach to the “whole group.”**  I am aware of resources available for classroom use throughout the school  My materials and resources are suitable to pupils, and mostly support the instructional outcomes of the learning | **I can identify different starting points and plan interventions where needed.**  **I have an awareness of adaptive teaching strategies to support independence.**  I am aware of resources to enhance content and pedagogical knowledge available throughout the school and can obtain resources from other sources  My materials and resources are suitable for pupils, support the instructional outcomes, and engage the pupils in meaningful learning | **I know the varying levels of cognitive development for the pupils I teach and purposefully intervene to support progress.**  **I confidently use a range of guides, scaffolding and examples to support new learning and use strategies to remove these to promote independent learning.**  All of my materials and resources are suitable for pupils, fully support the instructional outcomes, and are designed to engage pupils in meaningful learning. | My teaching and learning is consistently adapted to meet existing and emerging needs. Within lessons, I adopt a flexible approach in delivering my plan.  My knowledge of resources for classroom use is extensive, including those available through the school in the community through professional organisations |
| **Effective use of learning time in the classroom – activities, pace, transitions *(ability to reflect in practice, be flexible and capitalise on unplanned learning opportunities)*** | **The pace of my lessons is generally appropriate although there is a tendency for too much teacher talk. Transitions are generally smooth.** | **I maximise learning time in the majority of lessons maintaining appropriate pace and smooth transitions. Talk is planned, purposeful and appropriate.** | **I am becoming more confident in responding flexibly to unplanned learning.** | **I consistently make effective and efficient use of learning time and capitalise on unplanned opportunities.** |
| **Effective use of learning time outside the classroom**  ***(quality and range of homework/learning outside the classroom)*** | With support I can plan for home learning and learning outside the classroom where appropriate. | | I independently provide home learning opportunities that are relevant to and consolidate taught content. I use learning outside the classroom to enhance learning. | Home learning consistently consolidates taught content and meets learning needs. Learning outside the classroom opportunities and well planned and executed. |
| **Critical reflection and evaluation of teaching and learning**  ***(identifying targets for development and response to feedback)*** | **I can identify strengths and areas of development and, in discussion with others, can identify future actions.** | **I can identify strengths and areas of development and always take note of feedback.** | **I independently and critically analyse my lessons and accurately identify targets for development and linked actions. Any feedback informs future teaching.** |  |

**Curriculum - This continuum is intended to promote dialogue about your progress towards the standards**

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Subject knowledge**  ***(Depth - including content, concept, processes and skills, accuracy of knowledge)*** | **I have sufficient understanding of the subject/curriculum I am teaching.** | **My understanding of the subject/curriculum is competent for the level I am teaching and my knowledge of concepts in my subject/curriculum areas is competent.** | **My understanding of the subject/curriculum extends beyond the level I am teaching and my knowledge of concepts in my subject is proficient in depth and breadth.** | **I demonstrate exemplary subject/curriculum knowledge and concepts. I can identify important concepts in the discipline and their relationships to one another.** |
| **Understanding of an inclusive curriculum**  ***(capacity to address issues inc. gender, race, religion, culture, social class, language, disability, cognition + learning)*** | I recognise the value of understanding identities and backgrounds and use this knowledge in teaching and learning. | | I promote the value of identities and backgrounds within teaching, learning and the resources I use. | I promote the value of identities and backgrounds in all elements of my professional practice. |
| **Subject Pedagogical Knowledge**  ***(capacity to address misconceptions, demonstrate understanding of connections across learning, within subject and across subjects)*** | I can sequence learning content appropriately within a lesson and I use high quality resources to support learning.  **I link new content to key concepts already learnt through an awareness of prior learning.** | **I understand the rationale for the range of pedagogical choices I use and I sequence learning content appropriately over a series of lessons. I reflect on how these inform learning.**  I make appropriate connections within and across subjects.  **I recognise key misconceptions and how they can be remedied within the planning of lessons.** | **I use a variety of learning tools/approaches flexibly and responsively and I reflect on these to enhance future teaching and learning.**  **I make appropriate connections within and across subjects, revisiting big ideas within subjects, linking key concepts and developing critical thinking skills etc.**  I plan for, notice and respond to key misconceptions thorough purposeful pupil dialogue.  I can articulate how my own philosophy informs pedagogical choices. | I consistently and purposefully select a variety of learning tools/approaches and use these flexibly and responsively.  I critically reflect upon and articulate a pedagogical rationale for the selection of these approaches in order to maximise learning.  I demonstrate clear links between personal philosophy and pedagogical choices.  I explicitly and consistently make appropriate connections within and across subjects, concepts etc, and communicate these to the pupils. |
| **Critical understanding of developments in the subject(s)**  ***(research & systematic enquiry/ethos of learning/ deeper questioning)*** | **I can reproduce/apply current understanding and taught programme content to the classroom (with support from expert colleagues).** | **I attend CPD opportunities and apply new develops to my practice.** | **I proactively engage with recent developments in the subject and related pedagogy.** | Knowledge of the subject is developed through professional learning groups/ organizations and CPD opportunities. I critically reflect on these and consider the impact on classroom practice. Key learning is disseminated to others. |
| **High standards of literacy/ articulacy/standard English**  ***(applies to all student teachers whatever their specialist subject)*** | I am beginning to demonstrate knowledge and understanding of how to promote high standards of literacy, articulacy and standard English and I am beginning to embed opportunities for pupils to develop reading, writing and communication skills across the curriculum. | I **demonstrate knowledge and understanding of how to promote high standards of literacy, articulacy and standard English.** | **My knowledge and understanding of how to promote high standards of literacy, articulacy and standard English is proficient and there are consistent and explicit opportunities for pupils to develop reading, writing and communication skills within teaching.** | I consistently promote high standards of literacy, articulacy and standard English within my teaching and offer opportunities for pupils to develop reading, writing and communication skills within my wider practice. |
| **Primary students only:**  **Understanding of systematic synthetic phonics (SSP)** | **I effectively model the core principles of teaching SSP, for example blending and segmenting and the use of appropriate terminology.**  I adopt a multi-sensory and interactive approach to the teaching of phonics. | **My planning and teaching indicate an awareness of progression in phonics that allows pupils to practise and apply phonic knowledge when reading and writing.**  I plan for the application of phonics within the wider reading curriculum. | I **recognise how the Simple View of Reading supports the assessment, planning and teaching of early reading.**  I am able to respond to misconceptions and demonstrates an awareness of how to track progress in SSP. | I demonstrate confidence in planning and teaching SSP and also recognises how this supports wider reading and writing.  My SSP lessons consistently demonstrate secure understanding of the subject and associated pedagogy. My resources are critically evaluated in line with effective practice and school policy. |
| **Primary students only:**  **Understanding of teaching strategies for early mathematics** | I **have sufficient understanding of mathematics subject, pedagogical & curriculum knowledge to provide a dedicated time to focus on mathematics each day with (possibly with guidance & support).**  I provide practical, first-hand experience of early mathematical concepts, relevant to the age they teach by interacting with manipulatives and using representation to develop understanding. | **My planning and teaching indicate a competent understanding ofmathematics subject, pedagogical and curriculum knowledge; formal and informal teaching time builds on prior learning and develops mathematical concepts and vocabulary.**  I implement a range of appropriate teaching strategies for early mathematics, using manipulatives and/or representations.  I plan for the application of mathematical thinking across a range of contexts, developing own understanding of learners’ misconceptions and abstract thinking. | **My planning, teaching and assessment indicate competent understanding of mathematics subject, pedagogical and curriculum knowledge that extends beyond the age they are teaching; formal and informal teaching time facilitates deep conceptual understanding and build connections with prior learning.**  I implement, adapt and rationalises a range of effective teaching strategies in early mathematics, relevant to the age they teach. My use of manipulatives and representations encourages discussions and communication about mathematical ideas.  My teaching provides a bridge to abstract thinking. I attend to learners’ understanding/misconceptions to inform next steps. | My planning, teaching and ongoing assessment indicate an exemplary understanding of mathematics subject, pedagogical and curriculum knowledge that extends beyond the age they are teaching; I am able to support colleagues in facilitating learners’ development of deep conceptual understanding and building connections with prior learning.   I implement, adapt and rationalise a range of effective teaching strategies in early mathematics, relevant to the age I teach. I use manipulatives and representations to facilitate and promote discussions and communication about mathematical ideas.   My teaching provides a bridge to abstract thinking. I attend to learners’ ideas and respond flexibly, supporting learners to reflect upon their understanding and misconceptions. |
| **All students**  **Development of effective literacy, oracy and numeracy skills that support practice.** | I have sufficient levels of literacy, oracy and numeracy and I understand how these underpin my role as an effective teacher. I am aware of the areas I need to develop, and I am taking a proactive approach to strengthen areas of need. | I demonstrate secure literacy, oracy and numeracy skills and understand their place within my wider practice. I model their value to the pupils I teach. | My literacy and oracy skills enable me to effectively communicate with all stakeholders. My numeracy skills allow me to analyse class and whole school data. This analysis informs my future practice and supports intervention to promote good pupil progress. |  |

**Assessment - This continuum is intended to promote dialogue about your progress towards the standards**

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Understanding the role of effective feedback\* in supporting pupil progress - including strategies for pupils to engage with and reflect on feedback to support their future learning.** | I can give feedback to pupils although this of variable quality and its timeliness is inconsistent | **I can give feedback to pupils that is timely and applicable; there are aspects which meet the criteria for quality feedback below. I plan for pupils to make use of the** | **Feedback to pupils is timely and of high quality, incorporating most features below. Pupils make use of the feedback in their learning to aid progression.** | Feedback to pupils is timely and of consistently high quality; the high-quality feedback comes from many sources; |
| *\*Criteria for effective feedback includes that it should be 1. Timely, 2. Constructive, 3. Relate to learning goals/success criteria, 4. Provide guidance to improve outcomes [feedforward] 5. Be targeted as appropriate 6. Appropriate for age etc, 7. Aspect of contingency [what is expected as a result of the feedback]. 8. Feedback on both knowledge and skills, 9. Both verbal and written feedback is given, 10. Feedback should enable pupils to monitor and regulate their own learning, 11. In line with school policy.* | | | | |
| **Range of strategies for monitoring, assessing and tracking the progress of all pupils - formative and summative.**  ***(including self-assessment, peer assessment, use of questioning etc)*** | I am aware of some strategies for formative assessment, though not all my intended outcomes are assessed  I share some of the criteria and learning outcomes by which pupil work will be evaluated  I have started to mark pupils’ work (as appropriate) | **I can use strategies for formative assessment that address all intended outcomes**  I share the criteria and learning outcomes by which pupil work will be evaluated  **I can monitor the progress of the whole class and/or groups, and use open questioning to elicit information such as misconceptions**  I develop opportunities for pupils to assess their work against the assessment criteria  I have started to identify different approaches to marking | **I can use some well-developed strategies for using formative assessment and can design approaches to be used**  **I consistently share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; sometimes the pupils are involved in co-construction of the success criteria**  **I can monitor the progress of the whole class and groups, and can make use of a range of diagnostic prompts to elicit pupil information such as misconceptions**  **I consistently ensure that pupils formatively assess and monitor the quality of their own/their peers’ work against the assessment criteria**  **I use different approaches to marking and use alternatives to be time-efficient** | I have an approach to using formative assessment that is well designed and includes pupil as well as student teacher use of the assessment information  I consistently and effectively share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; I can build in opportunities for co-construction of the success criteria  I can actively and systematically elicit diagnostic information from individual pupils regarding their understanding and can monitor the progress of individual and the class  I consistently and effectively ensure that pupils assess and monitor the quality of their own/their peers’ work against the assessment criteria and make active use of that information in their own learning  I ensure that my marking of pupils’ work has a particular purpose and is efficient and productive; I use alternatives to marking such as feedback in the learning instance |
| **Use of a range of data to plan, assess pupil progress and set targets.** | I am beginning to use previous assessment information to plan, assess current progress or set targets  I have developed a system for recording data on pupil outcomes | **I use previous assessment information to plan, assess current progress or set targets although this may not be consistent.**  **I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and, much of the time, are used to inform future planning and target setting** | **I can use a range of previous assessment data to plan, including school progress data, assess current progress and set targets**  **I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and are used to inform future planning and target setting. I can communicate this information to key stakeholders.** | I consistently and effectively use previous assessment data to plan, assess current progress and set targets. I use school and class data formatively to inform learning  I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and are used to inform future planning and target setting. Data recorded is both instructional and non-instructional. |
| **Knowledge and understanding of assessment within school/subject/curriculum including statutory requirements.** | I have developed assessment criteria and standards but these are not always clear  I have some knowledge of the subject statutory requirements | I have developed assessment criteria and standards and these are mostly appropriate  I have consulted subject statutory requirements in developing the assessment criteria | **I have developed assessment criteria and standards, and these are always appropriate**  **I have consulted subject statutory requirements and sometimes other literature in developing the assessment criteria** | I have developed well-pitched assessment criteria and standards which are clear and sometimes these are co-constructed with the pupils  I have consulted subject statutory requirements and recent developments in the subject area in deciding and sharing the assessment criteria |

**Professional Behaviours - This continuum is intended to promote dialogue about your progress towards the standards**

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Knowledge and understanding of being a professional**  ***(the breadth of what this involves, how it is exemplified in practice- being a positive role model etc.)*** | I understand and uphold the duties relating to the legal, statutory and ethical frameworks people in the profession are expected to adhere to.  **I understand my responsibility in upholding high standards of professional conduct which contribute to public trust and esteem in the profession.**  **I have an accurate understanding of what sorts of behaviour, disclosures, and incidents to report in relation to safeguarding.** I understand the need to safeguard myself e.g. use of social media.  **I understand the importance of managing my personal and professional wellbeing, including workload; I am aware of some of the sources available to support my wellbeing.** | | | |
| **Professional and effective relationships with pupils, colleagues and parents/carers.**  ***(Interactions, communication and language)*** | I use the school’s required procedure for communicating with colleagues about individual pupils.  **I maintain positive, working relationships with my professional colleagues**. | I use the school’s required procedure for communicating with parents and carers about individual students.  **My relationships with my professional colleagues are characterised by mutual support and cooperation.** | **I know how to communicate with parents and carers proactively with regard to pupils’ progress, achievements and wellbeing.**  My relationships with my professional colleagues are mutually supportive, cooperative, and trusting. I know how to support individual colleagues and how to work effectively as part of a team to achieve shared goals. | I am able to develop and maintain positive relationships with parents and carers through effective communication strategies.  I take an active role in contributing to effective professional relationships across the school; I support and lead colleagues and teams to achieve shared goals. |
| **Professional responsibilities related to classroom practice *(preparedness for teaching and learning - including how you ‘show up’ - liaison with TAs and other professionals) engagement in CPD/research/professional networks to support professional practice)*** | **I am able to plan and be prepared for all teaching and learning that I am responsible for;** I sometimes may need support to prioritise tasks.  **I ensure that all learning activities and resources are in place in readiness for each lesson.**  I share the intended lesson outcomes with teaching assistants for my lessons.  I take opportunities to learn from expert colleagues to support my professional practice. | **I manage my time efficiently and effectively and complete all responsibilities required, seeking support if necessary.**  I share my expectations for learning with teaching assistants for my lessons.  **I engage in professional development activities that will have a positive impact on my teaching in relation to pupil outcomes within my individual lessons and sequences of lessons.** | **I implement a range of systems and routines that support efficient time and task management (e.g., teaching and learning resources, preparation for different meetings), requiring minimal support from expert colleagues.**  **I know how to prepare teaching assistants for lessons so that all adults in the classroom are able to support pupils’ learning over time effectively.**  I engage in professional development with clear intentions for impact on pupil outcomes, sustained over time. This includes my being able to articulate my rationale for my classroom practice. | I use and personalise systems and routines to support highly efficient time and task management which is well prioritised.  Positive relationships with all adults in my classroom underpin my work with teaching assistants; as such, all adults are well prepared to support pupils’ learning effectively over time.  I engage in professional development; I critically reflect upon and evaluate professional development opportunities; these actions have a sustained positive impact on pupil outcomes over time. |
| **I know that I am accountable for all pupils’ learning in my classroom, including those who have support from teaching assistants; I am gaining an understanding of this accountability with support from my mentor and colleagues.** | | | |
| **Critical/accurate reflection and evaluation of teaching/professional practice**  ***(including how feedback from experienced colleagues is utilised)*** | **I am able to reflect on and respond to feedback from mentors and other colleagues, seeking support as needed.** | **I reflect on and respond to challenge, feedback and critique from mentors and other colleagues.** | **I am proactive in seeking challenge, feedback and critique from mentors and other colleagues; I reflect on and respond to this consistently and efficiently.** | I work in synthesis with colleagues in a cycle of feedback and development to consistently improve teaching and learning (both my own, and wider practices). |
| **Professional responsibilities related to wider school environment**  ***(Involvement in and contribution to school and professional community of practice, school policies and procedures including health and safety)*** | I contribute to the wider school community by supporting activities outside of my classroom (e.g., by supporting an extra-curricular club or assembly). I understand the professional responsibility of keeping up to date with administration and communication with both school and university. | | **I understand that activities outside of the classroom can have an impact on pupil learning. I contribute positively to the wider school community beyond my classroom in several ways to support this. I demonstrate a shared responsibility for working holistically with pupils across the school.** | Within the school culture, I support critical reflection and evaluation and facilitate co-construction of improvements to the lives of all pupils within the school. |
| **Engagement in CPD/research/professional networks to support pedagogy and wider professional practice**  **(*independent learning, research engaged)*** | **I participate in professional development activities to a limited extent when they are available or convenient.**  **I understand the importance of research and evidence-based practice, and this informs my own practice.** | **I seek out opportunities for professional development to enhance content knowledge and pedagogical skills.**  **I can articulate accurate connections between research, evidence and practice and use this understanding to inform my own practice.** | **I have undertaken numerous professional development activities, including participating in wider networks, to strengthen content knowledge and pedagogical skills.**  **I know how to engage critically with research and evidence and am able to justify how this informs my own professional practice.** | I seek out opportunities for further professional development; I make a systematic effort to experiment on my own practice.  Research and evidence consistently inform my practice and my collaboration with other colleagues. |