

Moving to OUTSTANDING against the Teachers' Standards

Part One:

1 Set high expectations which inspire, motivate and challenge pupils

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.

There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.

Some things to consider:

- How do you project your expectations about an atmosphere highly conducive to learning in the classroom?
- How are you ensuring that the ratio of teacher to pupil talk is consistently weighted in the pupils' favour?
- How do you keep track of what ALL pupils are doing in your lessons? How well do you address ALL individuals' needs and progress in lessons and over time?
- How well do you equip pupils to be resilient, confident and independent learners?
- To what extent are you and your pupils experimenting and evaluating within the boundaries of effective, focussed teaching and learning?
- Do you feel confident to take risks and to be creative, and are you able to look on mistakes as opportunities for professional learning?

2 Promote good progress and outcomes by pupils

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

Some things to consider:

- When you plan, are you thinking about a sequence of learning across a series of lessons? Before you begin this planning, how do you find out about what your pupils might already know about this area/ topic? Have you thought about, and talked to your mentor about, common misunderstandings/ misconceptions that pupils might have in this area/ topic? Is the planning flexible enough to allow you to revisit concepts if you feel you need to?
- Are you successfully using AfL strategies in your lessons? What do you do with the information this gives you?
- Do you regularly talk to pupils about their learning and help them understand how they are progressing?
- Do you feel confident talking about your pupils' progress and outcomes to your mentor?
- Do you feel confident when looking at pupil data tracking documents for the classes you teach?
- Do you keep good assessment records of your work with the class and see how this fits with your mentor's records? Are the pupils all making progress? How do you know?
- Have you tried to provide opportunities for pupils to learn independently from you? What strategies do you use to try and promote pupil independence?

3 Demonstrate good subject and curriculum knowledge

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.

Some things to consider:-

- Are you continuing to think about your own subject knowledge and your subject knowledge pedagogy? What are you doing to enable you to view this as a long term process rather than a task to be accomplished to successfully achieve QTS? Are there areas which were initially identified as gaps in your SKA that you have taught successfully and now feel some confidence with?
- Are you continuing to update your SK audit(s) so this is a 'living' document?
- How are you beginning to engage with the professional community of teachers in your subject area? For example, through subject associations, discussions about the development of your subject and its role within the curriculum with others in your department, and contributions in subject based university sessions?
- What are you learning about your subject knowledge pedagogy from your observations of other teachers and from your weekly meetings with your subject mentor? Do you ask for observers to focus on areas of subject knowledge pedagogy when they visit your classroom?
- Are you developing strategies for helping students avoid common misconceptions in your area? Are these reflected in your planning and evaluations?
- Are you aware of the development of concepts and topics within your subject across the age range especially in the key stages before and after the ages you teach? What do you do with this information?
- Are you communicating your passion for the subject you teach? How do you know?
- Do you consciously think about ways in which you can help your pupils develop their ability to communicate within your subject through their talk, their reading, their writing, their use of ICT?
- Do you reflect on your own talk in the classroom? How do you model effective spoken communication, including listening, in your classroom?
- Do you reflect on your ability to write effectively and appropriately in your written communication to pupils, to parents/carers, to others in your placement school and university tutors? What are you doing to develop this area of your practice further?

4 Plan and teach well structured lessons

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They plan lessons that often use well chosen imaginative and creative strategies and that match individuals' needs and interests. They are highly reflective in critically evaluating their practice. They 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. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.

Some things to consider:

- Do you still observe and make notes on the teaching of others (including specialists and curriculum coordinators) eg looking for engagement strategies through input material or initial activity, strategies to ensure pupils are constantly active and use talk for learning, strategies to encourage pupils to do independent research before or after a lesson?
- How have you acted on what you have seen and done in your own lessons? How have you noted the response of learners to these strategies and their *impact* on pupils' learning?
- How do you now approach differentiation and personalised learning? What are the groups and individuals in your class/es which need alternative tasks or materials and how do you identify and meet these needs?
- How do you approach lesson evaluation?
- Do you *lead* the discussion of a lesson after you have taught it and suggest targets for yourself?
- What types of impact of your teaching have you noticed and how have you used this in planning?
- Do you take responsibility for areas of planning in a subject /year team and regularly produce plans /materials/resources including interactive display/electronic media which are used by other professionals?

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

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.

NB this links extensively with Standard 6

Some things to consider:

- How does your planning and evaluation address the specific needs of individuals and groups?
- Which strategies have enabled you to be confident that you know in a typical lesson whether all the pupils have made progress appropriate to their starting point and level of attainment?
- How confidently do you engineer effective group and pair work to encourage all students to support and extend each other's learning? How used are your pupils to learning in different groups for different purposes?
- Which strategies have you developed to ensure support staff are fully prepared for their role in supporting and challenging learning?
- Do you always gain support staff feedback after lessons and use that information to adapt future planning?
- How confident and successful are you at "thinking on your feet" and adapting your plan during the lesson in the light of pupil feedback and your assessment of progress?
- To what extent does your expanding range of appropriate teaching approaches effectively engage learners and impact on their learning?

6 Make accurate and productive use of assessment

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.

They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress

In addition to the elements noted in Standard 5

Some things to consider:

- Which techniques for formative assessment/assessment for learning do you successfully use?
- How do you use a range of AfL techniques to highlight important information about pupil progress and inform your future planning?
- How do you systematically check pupils' understanding during your lessons and intervene as appropriate?
- How does your written and verbal formative feedback impact pupils' progress?
- to what extent do you involve pupils in accurately targeting further improvement and monitoring their own progress?
- Do you regularly assess against a set of criteria, eg NC levels or APP assessment foci?
- How does the progress data for your class compare with the school data set?

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

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

Some things to consider:

- How have you used the school's policy and procedures on rewards and sanctions to support you in creating an environment highly supportive of learning where you can still deal sensitively with certain individuals?
- How consistent is this approach with all groups?
- Would you and others characterise your approach to managing pupils' behaviour as positive and assertive?
- How successfully and easily do you adapt experienced teachers' strategies to promote positive behaviour?
- What strategies do you implement to address issues so that learning is not disrupted?
- How have you drawn on others' experience to address significantly challenging behaviour and create a safe and supportive learning environment?
- Do you have a sense that pupils arrive with a positive attitude to learning and demonstrate enjoyment and engagement in their learning with you? If yes, how do you know?
- Would you characterise your classroom as one where pupils show courtesy, collaboration and cooperation towards each other? If yes, why?

8 Fulfil wider professional responsibilities

Those trainees graded as 'outstanding' at the end of the programme of ITE will have demonstrated that:

They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.

Some things to consider:

How have the following experiences contributed to your emerging teacher identity and what have you learned from this activity:

- Your own input into team and staff meetings and INSET days?
- Your own lunch-time / after-school / assembly activity with pupils?
- Your planning of an educational visit including making a risk assessment?
- Your discussions with other teachers?
- Your discussions with support staff beyond your own classroom?
- Your discussions with others, including other agencies, about individual pupils?
- Your report writing on pupils in different contexts?
- Your communication with parents/carers, both in writing and face to face or on the telephone?

How are you planning (what, when, how) to address any gaps in the above and to enhance further the experiences you have already had?

Part Two:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Those trainees graded as 'outstanding' on Sections 1-8 at the end of the programme of ITE will have also demonstrated that:

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.	<ul style="list-style-type: none">• How far do you feel 'membership and ownership' in your employing/home/placement school and relate to pupils both in your classes/tutorial group and in the rest of the school as a responsible adult, sharing the role of teaching and guidance for the community as a whole?• How far do you actively promote (through your teaching and relationships with young people) the understanding of social and cultural diversity?
They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality	<ul style="list-style-type: none">• Have you considered how to manage the potentially different demands of policies and procedures in your two placements and any time in other settings? If this has been an issue, do you, as a result, have a clearer idea of the characteristics of settings in which you want to teach?• How far have you demonstrated an ability to implement the workplace policies in your placement school?
They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.	<ul style="list-style-type: none">• In what ways can you show that you are clearly and overtly committed to the equality and inclusion policies of your placement school and are you aware of your professional duties as advanced in the documentation mentioned?