Professional Values and Practice Assessment Criteria 

| **Behaviour** | | |
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| **Review Point 1: Trainees can…..** | **Review Point 2: Trainees can…..** | **Review Point 3: Trainees can…..** |
| Use intentional and consistent language that values and supports all students.  Acknowledge and praise pupil effort.  Set objectives that recognise prior levels of knowledge.  Apply rules, sanctions and rewards in line with school policy. | Create a positive environment that promotes effort and perseverance.  Set learning objectives which provide stretch and challenge for the class.  Teach and maintain clear behaviour expectations.  Build positive relationships with pupils over time.  Escalate behaviour incidents as appropriate. | **TS1: Set high expectations which inspire, motivate and challenge pupils**  Establish a safe and stimulating environment for pupils, rooted in mutual respect.  Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| Reinforce established school and classroom routines, for example they can:   * Give manageable, specific and sequential instructions; * Check pupils’ understanding of instructions before a task begins; * Use consistent language and non-verbal signals for common classroom directions; * Use early and least-intrusive interventions as an initial response to low level disruption. | Create and explicitly teach routines in line with the school ethos that maximise time for learning.  Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  Work alongside colleagues as part of a wider system of behaviour management.  Engage parents, carers and colleagues with support.  Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.  Respond quickly to any behaviour or bullying that threatens emotional safety. | **TS7: Manage behaviour effectively to ensure a good and safe learning environment**  Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.  Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.  Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.  Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary. |

| **Curriculum** | | |
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| **Review Point 1: Trainees can…..** | **Review Point 2: Trainees can…..** | **Review Point 3: Trainees can…..** |
| Demonstrate secure subject knowledge for the lessons in which they are teaching.  Use resources and materials aligned with the curriculum.  Develop analogies, illustrations, examples, explanations and demonstrations to support understanding.  Show awareness of common misconceptions when planning and help pupils to master important concepts.  Demonstrate an emerging understanding of systematic synthetic phonics.  Teach subject specific and unfamiliar vocabulary and plan for pupils to be exposed to high utility and high frequency vocabulary in what is taught. | Identify essential concepts, knowledge and skills and principles of the relevant subject(s).  Understand the rationale for curriculum choices and how the curriculum informs lesson preparation.  Refine a collection of analogies, illustrations, examples, explanations and demonstrations.  Identify possible misconceptions and how to prevent these from forming.  Support pupils to learn and master essential concepts knowledge, skills and principles of the subject.  Support pupils to become fluent readers and to write fluently.  Model reading comprehension by asking questions, making predications and summarising when reading.  Model planning, drafting and editing  Model and require high quality oral language from pupils. | **TS3: Demonstrate good subject and curriculum knowledge**  Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings.  Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.  Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.  If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.  If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

| **Pedagogy** | | |
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| **Review Point 1: Trainees can…..** | **Review Point 2: Trainees can…..** | **Review Point 3: Trainees can…..** |
| Take into account pupils’ prior knowledge when planning new input.  Keep the complexity of a task to a minimum so that attention is focused on content.  Encourage pupils to share emerging understanding at points of confusion. | Build on prior knowledge by knowing how to sequence lessons.  Explain how new content builds on what is already known.  Balance exposition, repetition, practice and retrieval of critical knowledge and skills.  Increase challenge as knowledge becomes more secure.  Plan regular review and practice of key ideas and concepts. | **TS2: Promote good progress and outcomes by pupils**  Be accountable for pupils’ attainment, progress and outcomes.  Plan teaching to build on pupils' capabilities and prior knowledge.  Guide pupils to reflect on the progress they have made and their emerging needs.  Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  Encourage pupils to take a responsible and conscientious attitude to their own work and study. |

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| Create appropriate learning objectives with support.  Show awareness of sequencing of learning for progression and set appropriate lesson timing  Demonstrate an emerging ability to use modelling, explanations and scaffolding to support learning.  Use questions to check understanding. | Create appropriate learning objectives that build on prior knowledge.  Plan activities which enable pupils to make progress towards the learning objectives.  Use modelling, explanations and scaffolding to support pupils’ progress with increasing success.  Include a range of types of questions in class discussions to stimulate thinking, extend understanding and challenge pupils.  Provide appropriate wait time between question and response where more developed responses are required. | **TS4: Plan and teach well-structured lessons**  Impart knowledge and develop understanding through effective use of lesson time.  Promote a love of learning and children’s intellectual curiosity.  Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  Reflect systematically on the effectiveness of lessons and approaches to teaching.  Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| Act on the advice and guidance given by experienced teachers to support different pupil needs.  Identify pupils who need new content further broken down, making use of formative assessment. | Plan teaching and learning which increasingly enables *all* pupils to make progress, using a range of strategies such as:   * Making use of well-designed resources to support pupils’ learning; * Planning to connect new content with pupils' existing knowledge; * Providing additional pre-teaching or practice; * Reframing questions to provide greater scaffolding; * Removing unnecessary exposition; * Making effective use of teaching assistants and other adults in the classroom under supervision; * Grouping pupils effectively; * Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. | **TS5: Adapt teaching to respond to the strengths and needs of all pupils**  Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.  Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.  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.  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. |

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| **Assessment** | | |
| **Review Point 1: Trainees can…..** | **Review Point 2: Trainees can…..** | **Review Point 3: Trainees can…..** |
| Plan formative assessment tasks linked to lesson objectives with support, and think ahead about what would indicate understanding.  Use assessments to check for prior knowledge and pre-existing misconceptions. | Monitor pupil work during lessons, including checking for misconceptions.  Scaffold self-assessment by sharing model work with pupils, highlighting key details.  Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  Focus on specific actions for pupils and provide time for pupils to respond to feedback.  Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments.  Identify efficient approaches to marking and alternative approaches to providing feedback. | **TS6: Make accurate and productive use of assessment**  Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Make use of formative and summative assessment to secure pupils’ progress.  Use relevant data to monitor progress, set targets, and plan subsequent lessons.  Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |

| **Professional Behaviours** | | |
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| **Review Point 1: Trainees can…..** | **Review Point 2: Trainees can…..** | **Review Point 3: Trainees can…..** |
| Extend subject and pedagogic knowledge as part of the lesson preparation process.  Respond positively to challenge, feedback and critique from mentors.  Reflect on progress made, and with support recognise strengths and weaknesses and identify next steps for further improvement.  Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Share learning objectives with teaching assistants ahead of lessons. | Be proactive to strengthen pedagogical and subject knowledge.  Engage critically with research and use evidence to critique practice.  Demonstrate the ability to work with the SENCO and other professionals to support pupils with additional needs including making explicit links between interventions delivered outside of lessons with classroom teaching.  Prepare teaching assistants for lessons with increasing independence.  Personalise systems and routines to support efficient time and task management. | **TS8: Fulfil wider professional responsibilities**  Make a positive contribution to the wider life and ethos of the school.  Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.  Deploy support staff effectively.  Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.  Communicate effectively with parents with regard to pupils’ achievements and well-being. |
| **Part 2:**  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position; * Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; * Showing tolerance of and respect for the rights of others; * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; * Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities. | | |