**Teachers’ Standards Tracking Profile/Report**

**Trainee Name: Primary Trainee subject/phase: Reception TP School: School Mentor: SCITT Mentor:**

\***Pupil Progress Case Study** - the sequence of lessons and audit used by the trainee to demonstrate their impact on pupil progress of 5 pupils over a sequence of lessons

Due for return to Leanne.storr@shottonhallacademy.co.uk by **Thursday 27 May 2021**

**The Reporting Process**

The quality of a trainee’s progress over time will be judged by the impact on the progress and learning of pupils. A trainee’s impact needs to be assessed through consideration of all aspects of their practice. By the end of the programme, a trainee who successfully gains QTS will have demonstrated evidence (this can include professional learning conversations with mentors/staff, lesson delivery, trainee reflections and documentation) to meet each of the Teachers’ Standards for Part One: Teaching and for Part Two: Personal and Professional Conduct.

**Trainee Preparation**

* The trainee should ensure that their Evidence Tracker and associated documents including evidence trail is up to date.
* The trainees Evidence Tracker is an online and accessible OneDrive document where trainees record three pieces of evidence for each of the Teachers’ Standards 1-8 and then three pieces of evidence for Part Two: Personal & Professional Conduct.
* Evidence should be drawn from the completed Pupil Progress Case Study\*, SKAT and associated material collected during TP. Please note secondary trainees will have one Pupil Progress Case Study and primary trainees will have completed two (Phonics and Maths)
* Assessment meeting: This hour-long meeting takes place between the trainee and their mentor to discuss the trainee’s TP attainment against the Teachers’ Standards.
* Trainees must schedule an hour-long meeting with their mentor to ensure this assessment process takes place and be prepared to discuss their Evidence Tracker and associated documents.

**During this meeting, the mentor will:**

* 1. Ask the trainee to discuss their Evidence Tracker and associated documents stating clearly why they have chosen those documents as evidence for that particular standard.
	2. All assessment judgements should be made based on the full range of evidence that has been collected by the trainee to demonstrate the progress made during teaching placement and whilst on the course – this includes professional learning conversations with mentors, lesson delivery, trainee reflections, evidence etc. All should be considered when making progress judgement.
	3. Repeat for each of the Teachers’ Standards.

The mentor is responsible for assessment and has the final decision in this reporting process. Assessment must be informed by a full range of evidence, professional judgements which are accurate and rigorous. Judgements need to be based on the quality of the trainee teacher’s teaching overall and reflect their impact on pupil progress and learning over time

* 1. Prompt the trainee to reflect on their impact on pupil progress and the difference their teaching has made over time as the key focal point for evidence. **Trainees should attend the assessment meeting with their completed Pupil Progress Case Studies and examples of the impact of their teaching on pupil progress over time.**
	2. **Prompt trainee to reflect on their subject knowledge development with reference to their SKAT document and relevant checkpoints. Trainees should attend the assessment meeting with their SKAT and relevant checkpoints should be evaluated and completed.**
	3. Complete the report and send copies to Shotton Hall SCITT, the Trainee and the Professional Tutor by Thursday 27 May 2021

**Trainees will not be invited to complete any part of this report**. Their reflections and annotations from their evidence will be taken into account when the Mentor completes the report for TP.

**Part One: Teaching**

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| **TS1 Set high expectations which inspire, motivate and challenge pupils** | **Met**  |
| * 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.
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| **The trainee sets high expectations which inspire, motivate and challenge pupils.** | **ü** |

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| **TS2 Promote good progress and outcomes by pupils** | **Met** |
| * Be accountable for pupils’ attainment, progress and outcomes.
* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* 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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| **The trainee promotes good pupil progress and outcomes.** | **ü** |

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| **TS3 Demonstrate good subject and curriculum knowledge** | **Met** |
| * Have a secure knowledge of the relevant subject 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 (i.e. Primary 4-11), demonstrate a clear understanding of systematic synthetic phonics.
* \* If teaching early mathematics (i.e. Primary 4-11), demonstrate a clear understanding of appropriate teaching strategies.
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| **The trainee demonstrates good subject and curriculum knowledge.** | **ü** |

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| **TS4 Plan and teach well-structured lessons** | **Met** |
| * 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).
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| **The trainee plans and teaches well-structured lessons.**  | **ü** |

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| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** | **Met** |
| * 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 pupil’s 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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| **The trainee adapts teaching to respond to the strengths and needs of all pupils.**  | **ü** |

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| **TS6 Make accurate and productive use of assessment** | **Met** |
| * 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.
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| **The trainee makes accurate and productive use of assessment.** | **ü** |

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| **TS7 Manage behaviour effectively to ensure a good and safe learning environment** | **Met** |
| * 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.
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| **The trainee manages behaviour effectively to ensure a good and safe learning environment.**  | **ü** |

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| **TS8 Fulfil wider professional responsibilities** | **Met** |
| * Make 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.
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| **The trainee fulfils their wider professional responsibilities.** | **ü** |

**Summary of strengths and development priorities. Please note, this information is vital to the trainee in setting targets for their Teacher Induction Profile (TIP) and the first term of their induction year. SCITT Tutors will also use this information when writing detailed employment references. Please include as much information as possible to help us provide accurate information.**

**Please link all comments to the Teachers Standards and using the *SMART* structure: Specific, Measurable, Achievable, Realistic, Time-Bound**

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| **Particular strengths and achievements demonstrated during this placement, focused upon student progress and outcomes** | **Specific SMART actions to prioritise (trainee to take forward to use in their TIP/induction year), focused upon strengthening student progress and outcomes.****NB Any identified causes for concerns must be identified as SMART target** |
| **1 Relationships**Trainee creates a calm and purposeful working atmosphere, where children are eager to respond to questions, work productively and want to please. Trainee conveys such enthusiasm which inspires the children to learn. Trainee creates relationships where clear mutual respect is demonstrated with staff and pupils.**Teachers’ Standard and sub-standard:** TS1a/c, TS5, TS2e, TS4b, TS7b, TS8**2 Planning and Subject Knowledge/ Assessment** Trainee has demonstrated a secure knowledge of the children’s capabilities and has planned effective learning sequences which have been closely linked to the EYFS Profile. Trainee’s use of resources has engaged and focused the children throughout her placement. Trainee has a good impact on knowledge and understanding through effective use of time. **Teachers’ Standard and sub-standard:** TS2a/b, TS3a/b/c/d, TS4a/b/d/e**3 Behaviour Management**High expectations and standards of behaviour are shared with the children consistently throughout lessons and the day to day running of early years. Trainee uses positive praise well and the use of names to target individuals. This demonstrates their secure understanding of school systems, class routines and of the individuals in our small class. Transitions are seamless ensuring the children move purposefully between learning areas and activities.**Teachers’ Standard and sub-standard:** TS1c, TS7a/b/c/d | **1 Focus:** To have more experience with the deployment of support staff knowing how to deploy support staff to maximise the learning of pupils and enable them to make very good progress over time. **What specifically will success look like against this target?** Trainee will deploy support staff to maximise the learning of pupils. **Where will evidence be found and what will this look like?** ECT observations, individual plans, discussion with support staff. **Training, actions and support:** support from year group partner and ECT mentor. **Teachers’ Standard and sub-standard:** TS8c**2 Focus:** To have more opportunity to know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. **What specifically will success look like against this target?** Trainee will be able to use the school assessment formats and understand how this data will/ can be used to set action to ensure good pupil progress and then how this will then be monitored and revised. **Where will evidence be found and what will this look like?** Assessment grids, discussion with ECT mentor, action plans.**Training, actions and support:** work with Assessment leader and ECT mentor to develop this knowledge and understanding. **Teachers’ Standard and sub-standard:** TS6a**3 Focus:** To have a further 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. **What specifically will success look like against this target?** Trainee will develop a further understanding of all pupils in their class and ways to support them successfully.**Where will evidence be found and what will this look like?** Observation, planning, discussions. **Training, actions and support:** ECT mentor to support / SENDCO**Teachers’ Standard and sub-standard:** TS5d  |
| **Subject Knowledge Assessment, please comment on the following:** |
| **(The trainee should use their Subject Knowledge Audit Tracker document to support their discussion with you regarding their subject knowledge)*** Has the trainee completed their SKAT checkpoints for the end of TP? YES
* Has the trainee demonstrated good subject knowledge at this stage? YES
* Based on Subject Knowledge Audit Tracker targets for subject knowledge, has the trainee met their target? YES
* Does the trainee demonstrate knowledge of **subject specific pedagogy** for their subject in secondary or range of subjects in primary? YES

If necessary, please set a SMART specific subject knowledge target here to include in your trainee’s Subject Knowledge Audit Tracker in preparation for their TIP/Induction year. |

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| **Pupil Progress Case Study** |
| Did the trainee compile a Pupil Progress Case Study and use this to demonstrate their impact on pupil progress at weekly meetings? YESWas a completed Pupil Progress Case Study presented and discussed during this meeting? YESPlease comment on the quality of the Pupil Progress Case Study and the trainee’s engagement with this process during TP.*Trainee has been very proactive and has taken full responsibility for keeping the case study on track. They conducted their own assessments of the children and identified their individual needs with support from myself. They worked with intervention children and gave them positive praise and specific feedback linked to what they were working on. Trainee has sought advice on many occasions and has been seen to act upon it very quickly. I think the overall standard of their case study is very good and could only have been improved by having a longer time to impact upon the learning* |

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| **Subject/School mentor comments for use in employment references:***Trainee has been an absolute pleasure to have as a teaching student. They made excellent relationships with teachers and teaching assistants within school. They have consistently demonstrated high standards of professional conduct during their time with us. The trainee has treated all pupils with dignity and respect whilst observing proper boundaries. They have shown concern for the wellbeing of pupils throughout the placement and has shown genuine care and tolerance when dealing with very young children. The trainee has always been on time and been committed to attending any after school training that could develop them professionally. They have supported the Key Stage 1 choir lead at lunch times and has consistently had planning and resources ready and available well in advance of lessons. I am particularly impressed by their attitude to any feedback from lesson observations. They have consistently been able to take these development points and implement changes immediately and with a very positive attitude.**I believe trainee’s ability to teach as well as their personal and professional conduct will stand them in good stead for becoming an excellent teacher. I would be more than happy to be a reference for the trainee when they are applying for jobs and would also recommend that they apply for positions within our trust which are appropriate for an NQT.**Well done!*  |

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| **TP Report: Part 3** |

**Teachers’ Standards PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**Is the trainee meeting the standards for Personal and Professional Conduct? Y/N**

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. (The Teachers’ Standards Part Two: Personal and Professional Conduct) Part Two of the Teachers’ Standards is about personal and professional conduct. All Trainee Teachers are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a Cause for Concern procedure will be instigated and will potentially result in disciplinary procedures. The table below sets out each descriptor, the scope and key questions to support the assessment of Trainee Teachers’ conduct. Mentors will address these as part of the weekly Mentor Meetings, and Mentors, Professional Tutors and SCITT Tutors will formally comment on them at each of the Assessment Points. During the induction stage in each school placement the requirements for Part Two of the Teachers’ Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for Trainee Teachers and teachers. Trainee Teachers must familiarise themselves with the individual school’s codes of conduct and safety policies including safeguarding, and ensure they understand and adhere to them. Unlike Part One, there are no descriptors for typical progress by: personal and professional conduct is expected to be demonstrated throughout the programme.

**Part Two: Personal and professional conduct**

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.

• 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 pupil’s 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 to 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.

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| 1. **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 pupil’s 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 | **ü** |
| Does the Trainee Teacher have a commitment to upholding the high standards of the teaching profession, within and outside school? | **ü** |
| 1. **Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.**

• The Trainee Teacher’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their conduct is appropriate at all times. • The Trainee Teacher reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The Trainee Teacher is punctual for school, lessons, meetings, etc. • The Trainee Teacher always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The Trainee Teacher’s language and dress are highly professional and in line with school policy. | **ü** |
| 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

The Trainee Teacher is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The Trainee Teacher is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The Trainee Teacher is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | **ü** |

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| **Mentor’s signature** | **Trainee’s signature** | **Moderating Professional Tutor’s Signature** | **Date** |