# Curriculum Assessment and Review Document (CARD): Phase 3

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| **Name: Trainee** | **Subject** | **Name: Mentor**  | **School** |
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## Our Curriculum: Relationship to the Core Content Framework (CCF), the Teachers’ Standards and Assessment

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| **Our Curriculum** | **CCF Priorities** | **CCF term** | **DfE Teachers’ Standards and statements** |
| **A) Academic: Postgraduate Study** | *Links to all five other areas e.g. through developing knowing, doing, being through engagement with university assignments.* |
| **B) Professional Behaviours and Values**  | **Professional behaviours CCF5** | Professional Behaviours | S8 Fulfil wider professional responsibilitiesPPC Personal and professional conduct (Part 2) |
| **C) Behaviour and Relationships**  | **Behaviour management CCF1** | High ExpectationsManaging Behaviour | S7 Manage behaviour effectivelyS1 Set high expectations |
| **D) Pedagogy**  | **Pedagogy CCF2** | How Pupils LearnClassroom practice Adaptive Teaching | S2 Promote good progressS4 Plan and teach well-structured LessonsS5 Adapt teaching |
| **E) Curriculum**  | **Curriculum CCF3** | Subject and Curriculum | S3 Demonstrate good subject and curriculum knowledge |
| **F) Assessment** | **Assessment CCF4** | Assessment | S6 Make accurate and productive use of assessment |

Ongoing formative assessment, summarised in weekly meetings and mentor observation forms, makes the substantive contribution to trainee teachers’ progress. The CARD *summarises* our curriculum; through this document, trainees are formatively assessed against our curriculum (green and peach).

By the end of the course, summative assessment against the Teachers’ Standards is required. This is undertaken with interim and final reports; CARD provides the minimum Teachers’ Standards (TS) Benchmark Statements used to inform those judgments (white).

The CCF is the government specified minimum curriculum entitlement; this is embedded throughout. The CCF is structured into five **areas**, and is related to the Teachers’ Standards (S1-8 plus PCC) as per the table; our curriculum, outlined in this document, adopts the same overall structure.

## Passing

If the trainee teacher has **met** **all** the Teachers’ Standards in the Final Report, they have ‘**passed**’ and will work on their ECDP (Early Career Development Profile) in the last week.

The next page provides details of how decisions are made as to whether the trainee teacher has met the Teachers’ Standards **for trainees***.*

## Formative Assessment

Formative assessment is the main contribution to trainee teachers’ progress. Weekly meetings, lesson observations (recorded on mentor observation forms) and reviews of lesson plans, plus the associated processes such as talk throughs and focussed observations, are the mechanisms that capture this process. The weekly foci, Talk-throughs, trainee reflections and focussed observations/directed tasks provide the opportunity for aspects of the curriculum to be explored in depth; the CARD shows how these processes form essential parts of the curriculum, but we appreciate that these activities might occasionally need reordering. However, the integrated nature of teaching will mean that most areas will be engaged with throughout the practicum – weekly meetings with target setting/review, allow mentors to tailor the trainee teacher’s experience. The trainee teacher is expected to engage with the CARD, ensuring they understand how weekly feedback and targets relate to the wider curriculum, tailoring their activities and asking for feedback to address any gaps or underdeveloped areas.

The Teachers’ Standards (TS) Benchmark Statements, in white, indicate the minimum requirements that need to be met by the end of the course. The doing/knowing statements, in green and peach, summarise the curriculum, and hence indicate the ongoing assessment foci; these exceed the minimum summative requirements and capture the breadth and depth of the ambitious curriculum.

## Summative Assessment: Teachers’ Standards

To meet the Teachers’ Standards (for trainees) a trainee teacher needs to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part One and Part Two of the Teachers’ Standards. The bulleted subheadings within each Teachers’ Standard should not be interpreted as separate standards in their own right (DfE, 2013), so overall holistic judgement should be made; this is taken into account as described in the processes below.

The Teachers’ Standards need to be interpreted in a way that is consistent with what could **reasonably be expected** of a trainee/trainee teacher **prior** to the award of QTS, and need to be interpreted accordingto the **role and context** (DfE, 2013). We have translated the Teachers’ Standards bullet points into TS Benchmark Statements to describe indicative features of practice that indicate the***minimum*** characteristics a **trainee teacher** should demonstrate; these descriptors are designed to provide a basis for interim and end of course assessment. To be awarded QTS the trainee teacher needs to have met all of the Teachers’ Standards (for trainees).

### Teachers’ Standards (TS) Benchmark Statements (in white)

**Secure:** In your professional judgment, the trainee teacher has achieved (or surpassed) the TS Benchmark Statement.

**Not yet** Although they are not yet achieving the TS Benchmark Statement, capability is improving. This could include achieving the TS Benchmark Statement but in a very limited range

**Secure:** of contexts, or if there has not yet been the opportunity to engage with this area (for the latter add a comment to this effect).

Concern: On rare occasions you might not be able to tick ‘not yet’ as the trainee teacher is consistently failing to achieve the TS Benchmark Statement and shows insufficient capability to improve. In this case highlight the statement , add a comment and raise a cause for concern if not already done so.

### Teachers’ Standards Parts 1&2

**Met:** A trainee teacher **secure** in each of the associated TS Benchmark Statements will have met that particular Teachers’ Standard (for trainees). See below for holistic judgments if not all TS Benchmark Statements are secure.

In broad terms, **for ‘met’**, the trainee teacher will be meeting the TS Benchmark Statements much of the time in most contexts, but this **may not be consistently sustained** across a range of contexts, and **support and guidance** (S&G) appropriate for a trainee teacher may be needed.

Consistency: If the TS Benchmark feature was part of the trainee teacher’s repertoire but they were still working to establish this practice on a consistent footing, or across a range of contexts, this would fall under ‘may not be consistently sustained’ and ‘met’ **can** be awarded. However, it would be expected that the trainee teacher could identify successful/less successful approaches, articulate how they could develop their practice and act on feedback.

Support and Guidance: ‘Appropriate’ refers to the support that is embedded in course processes, such as weekly meetings with mentors, observations, working with/alongside expert colleagues and tutorials. This includes Support Plans/Action Plans when targets set are being achieved.

TS Benchmark Statements, in white, are the ***minimum***standards that can reasonably be expected of a trainee teacher at the end of their initial year of training. As we would expect most trainees to exceed this minimum standard, it would not be unusual to meet this minimum requirement at the Interim Report stage of Phase B.

**Not met:** Interim report: If one or more of the TS Benchmarks Statements is not secure then the associated Teachers’ Standard will be recorded as **not met**.

**Final report - Holistic judgement:** The norm would be for all TS Benchmark Statements to be secure for ‘met’, but a holistic judgment should be made as the subheadings are not to be interpreted separately. It is possible to meet the overarching standard if one or two TS Benchmark Statements are not secure. This could include circumstances where the trainee teacher has not had the opportunity to engage with specific requirements e.g. deploying support staff. Consequently, if there are any ‘not secure’ TS Benchmark Statements in the final report, the trainee teacher’s overall profile for that standard should be reviewed to determine if that standard has been ‘met’ or ‘not met’.

**On track:** For the Interim Report there is also and ‘on track’ yes/no question. This is a ‘best fit’ for that Teachers’ Standard to indicate whether the trainee teacher is making progress that would put them on a trajectory to successfully meet the Teachers’ Standards by the end of the placement. This is to capture those standards where the trainee teacher is making expected progress but has not yet reached the ‘met’ standard.

Breadth and depth; going beyond the minimum ‘met’ standards. ‘Met’ is the *minimum* standard; most trainees will go beyond this. For example, a trainee teacher may be meeting the standards (for trainees) most of the time in the majority of contexts, which is beyond met. Indeed, some trainee teachers will be achieving these standards across a range of contexts, and with support and guidance at a level more comparable to an Early Career Teacher. These competencies are captured in the doing and knowing statements (shaded green and peach). These ambitions will also be reflected in the weekly meetings, Talk-throughs and the ECDP that will support their transition to ECT.

**Paperwork:** This Word document will be used for the interim and final report, with the same green boxes for both – alter as needed when updating the interim report to the final. Please save the Interim and Final Reports as a pdf and email to pripgce@le.ac.uk. The trainee teacher uploads the pdfs to their e-portfolio.

File Name: **SURNAME First name Subject CARD 3 (Interim)** File Name: **SURNAME First name Subject CARD 3 (Final)**

## Fundamental English and Mathematics

Prior to the award of QTS trainee teachers need to demonstrate competence in the following areas. If there are any ‘Not Met’ please provide brief details.

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| **Spoken English**: Use standard English grammar, with clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity.  | Interim: Met[ ]  Not Met[ ] Final: Met[ ]  Not Met[ ]  | Details if ‘Not Met’:  |
| **Written English:** Write clearly, accurately, legibly and coherently using correct spelling and punctuation. Read fluently and with good understanding. | Interim: Met[ ]  Not Met[ ]  ( n/a[ ] )Final: Met[ ]  Not Met[ ]  | Details if ‘Not Met’:  |
| **Mathematics:** Able to interpret pupil data (see F1/F3 and wk25 for the type of activity expected) and, as appropriate, able to complete relevant calculations fluently (whole numbers, fractions, decimals and percentages) – as required. | Interim: Met[ ]  Not Met[ ]  ( n/a[ ] )Final: Met[ ]  Not Met[ ]  | Details if ‘Not Met’:  |

## (A) Academic Postgraduate Study – UA2 For Reference.

This section is assessed by university tutors and is here for reference.

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| **Theme**  | **Focus** | **Knowing**  | **Doing** | Review Points |
| Postgraduate Responsibilities | Course Engagement A1 | Draw on understanding of learning to take ownership of own development | Proactively engage with course components, tailoring to own needs.  | Tutorials, Trainee Reflections, UA3 |
| **Academic Integrity (plagiarism)** A2 | Understand a**cademic conventions** and protocols, including ethics. | Reference accurately, draw on placement experiences ethically, and represent people fairly.  | UA2, UA3 |
| Research Literate | **Criticality** A3 | Demonstrate synthesis and analysis from a **critical stance**  | Explore theory⮀practice from a critical stance | Trainee Reflections, Talk-throughs, UA2, UA3 |
| Critical Reading A4 | Identify sources, interrogate evidence; consider substance & relevance of sources  | Draw on: practice to contextualise and interpret reading; academic reading to inform and interrogate classroom practice.  | Trainee Reflections, UA2, UA3 |
| Critical Writing A5 | Demonstrate synthesis and analysis, considering alternative perspectives | Draw on: school experiences to inform academic writing; writing to inform practice. | UA2, UA3 |
| Research in Education A6 | Aware of the role of research in education, appreciating the complexities inherent in understanding classrooms | Interrogate the links between theory and practice, and the implications of ‘evidence informed practice’, | UA2 |
| Reflexivity  | Reflection and Beyond A7 | Cognisant of influence of reflexivity and positionality in research and professional development. | Consider positionality as a practitioner and researcher, seeking to challenge own assumptions. | UA2, UA3 |

## (B) Professional Behaviours and Values: CCF5 (TS8, PPC)

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|  | **Focus** | **Knowing** (knowledge, skills and understanding) | **Doing** | Review |
| **Reflective Practice** | Reflection  | Understand the role of reflection in professional development (inc. experts’ feedback/observation/dialogue). Know models of reflection. | **Use reflection to develop practice:** Seek, reflect and act on feedback from experts; observe and discuss expert practice.  |  |
| TS8.4.2 Respond to advice and feedback from expert colleagues.  | Secure: Yes[ ]  Not yet[ ]  |
| **Professional Behaviours** | **Professional Conduct**  | Understand what behaviours are compatible with teaching (PPC) | **Maintain professional behaviours (PPC)** |  |
| PPC: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. | (informs next page) |
| Colleagues  | Appreciate the implications of being a novice in school  | Develop productive professional relationships with all colleagues. |  |
| TS8.2.1 Develop professional relationships with colleagues.  | Secure: Yes[ ]  Not yet[ ]  |
| Specialist and support staff  | Aware of the knowledge, expertise and roles of specialist and support staff (inc. SENCO and TAs) | Proactively seek and act on specialist advice and support. Deploy support staff effectively. |  |
| TS8.2.2 Draw on advice and specialist support as appropriate | Secure: Yes[ ]  Not yet[ ]  |
| TS8.3 Communicate with and deploy support staff appropriately.  | Secure: Yes[ ]  Not yet[ ]  |
| Pupils  |  Know working with pupils needs mutual respect and boundaries. | Develop and maintain professional relationships with pupils |  |
| PPC1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries… | (informs next page) |
| Parents/ carers  | Aware that relationship with parents/careers impacts on pupils. | Communicate with parents/carers to support pupils (with supervision as appropriate). |  |
| TS8.5 Communicate appropriately with parents with regard to pupils’ achievements and well-being. | Secure: Yes[ ]  Not yet[ ]  |
| Self- management | Understand strategies for managing workload & teacher agency in PD, mindful of work/life balance, well-being and the right to support. | Manage workload effectively; prioritise activities to maximise impact on PD and pupil progress (inc. drawing on professional associations) |  |
| TS8.4.1 Take responsibility for improving teaching by engaging with course activities  | Secure: Yes[ ]  Not yet[ ]  |
| PPC2: ... and maintain high standards in their own attendance and punctuality. | (informs next page) |
| The Teacher and Law  | Know key regulatory/legal/advisory frameworks (e.g. CCF). | Work within statutory and professional frameworks.  |  |
| PPC3: Teachers must have an understanding of, and always act within, the statutory frameworks… | (informs next page) |
| **Keeping Children Safe** Well-being  | Know teachers have responsibility to **keep children safe from harm**. Understand safeguarding, inc. indicators of harm and online safety | Engage with school **safeguarding polices** and report any concerns.  |  |
| Understand mental health and well-being issues in relation to pupils. | Engage with school policies and practices. |  |
| PPC1.2 Have regard for the need to safeguard pupils’ well-being, in accordance with statutory provision | (informs next page) |
| **Beliefs and Values** | **Identity**  | Understand the role of reflexivity in professional practice.  | Interrogate own beliefs & values and how these shape practice. |  |
| Teachers' **Expectations** | Know teachers can influence attitudes, wellbeing, motivation and behaviour of pupils, with expectations influencing outcomes. Know language and behaviours are key to communicating expectations. | Use language and behaviours that communicate your belief in the potential of all pupils.  |  |
| Purpose Social justice Inclusion (EDI)  | Know education is a right for all and whilst it can be transformative, social inequities can be perpetuated or ameliorated. Able to identify features that contribute to an inclusive learning environment. | Make positive contributions to the wider life of the school, beyond the classroom. |  |
| TS8.1 Support expert colleagues to make a positive contribution to the wider life and ethos of the school | Secure: Yes[ ]  Not yet[ ]  |
| PPC2: Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach… | (informs next page) |
| Teachers’ Standard | **TS8. Fulfil wider professional responsibilities** |  Met[ ]  Not met[ ]  |

## (B) PPC: Professional Behaviours and Values: Part 2 Personal and Professional Conduct

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| **Preamble**Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. |
| **Part Two: Personal and Professional Conduct.**  |
| **PPC: A teacher is expected to demonstrate consistently high standards of personal and professional conduct.**  |  Met[ ]  Not met[ ]  |
| (To meet this standard the trainee teacher should be secure in PPC1, PPC2 and PPC3) |
| **PPC1: Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** | Secure: Yes[ ]  No[ ]  |
| PPC1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| PPC1.2 having regard for the need to safeguard pupils’ well-being, in accordance with statutory provision |
| PPC1.3 showing tolerance of and respect for the rights of others |
| PPC1.4 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 |
| PPC1.4 ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |
| **PPC2: 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.** | Secure: Yes[ ]  No[ ]  |
| **PPC3: Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | Secure: Yes[ ]  No[ ]  |

### Report TS8 & PPC

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| **Interim report** |  |  | **PPC: Met**[ ]  **Not Met**[ ] **TS8**: Met[ ]  Not Met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **Final Report** |  | **PPC: Met**[ ]  **Not Met**[ ] **TS8: Met**[ ]  **Not Met**[ ]  |

## (C) Behaviour and Relationships: CCF1 (TS7)

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|  | **Focus** | **Knowing** (knowledge, skills and understanding) | **Doing** | Review |
| Behaviour management (S7) | Behaviour for Learning  | Know classroom behaviours impact on the learning environment (e.g. the level of ease in attending to learning by teachers and pupils).  | Know the school's policy and practice; seek to understand and practice the behavioural norms that are not explicitly articulated. |  |
| High Expectations | Have an awareness of what influences your decision making about pupil behaviour (& assumptions/stereotypes can lead to inappropriate expectations). | Have and model high expectations of your personal behaviour, as a guide for your pupils. |
| Aware expectations are often communicated implicitly and explicit actions can be complex, e.g. overt 'praise' is not always productive. | Use strategies such as acknowledgment, praise, sanctions & rewards (school policy); seek evidence of impact on engagement/motivation |  |
| TS7.2.1 Have high expectations of behaviour (TS7.2.2) demonstrated by understanding the need to implement fairly a range of strategies, which may include using praise, sanctions and rewards | Secure: Yes[ ]  Not yet[ ]  |
| Routines  | Understand the role of routines in creating a positive learning climate; know a range of strategies that could be drawn on to achieve this. | Drawing on school policy, plan for and use classroom **routines**, including **consistent** use of language and non-verbal signals. |  |
| TS7.1.1 Adopting the school’s behaviour policy, have clear rules and routines for behaviour in classrooms | Secure: Yes[ ]  Not yet[ ]  |
| Relationships  | Understand mutually respectful relationships underpin education, and pupils’ prior experiences influence how they interpret interactions. | Identify actions likely to build rapport with pupils, tailoring actions to the context. |  |
| TS7.4.1 Take actions to develop good relationships with pupils | Secure: Yes[ ]  Not yet[ ]  |
| Responses Consistency**De-escalation & restorative practices** | Aware consistency of responses is important; as many decisions will be intuitive and ‘in the moment’, rehearsal & practise is needed.  | Follow school behaviour policy, respond fairly to pupil behaviour, aiming for **consistency,** and encouraging pupil self-regulation.  |  |
| Know of complementary strategies, including low-level intervention, de-escalation & restorative practices. | With support, practice low-level intervention, de-escalation & restorative practices. |
| TS7.4.2 Drawing on expert colleagues as appropriate, exercise appropriate authority and act decisively when necessary | Secure: Yes[ ]  Not yet[ ]  |
| 3 Rs  | Understand the interrelationships of 3Rs (routines, relationship, responses) in developing a positive learning climate. |  |  |
| TS7.3.1 Use approaches appropriate for developing effective classroom management  | Secure: Yes[ ]  Not yet[ ]  |
| Motivation  Tasks  | Understand that there are many ways to motivate children, depending on age and stage of development and that intrinsic motivation is the ultimate goal.  | Consider motivation when planning: E.g. *not* making assumptions (e.g. *not* ‘boys like…’); link to learning (*not* distractions, such as winning). Supporting pupils to voice age and stage related goals and move extrinsic ⇨ intrinsic. |  |
| Aware of the role of appropriate classroom activities, task selection, clarity of instructions and ways of working on engagement.  | Ensure the accessibility of instructions and the appropriateness of learning activities is part of any review of behaviour. |  |
| TS7.3.2 Identify approaches and routines that are appropriate to pupils’ needs in order to involve and motivate them | Secure: Yes[ ]  Not yet[ ]  |
| Ethos and school policy and practice  | Aware of the range of factors that can contribute to behavioural norms – e.g. how an organisation culture is formed and developed.  | Discuss how to promote positive behaviours within and beyond the classroom and, with support, enact |  |
| TS7.1.2 Take responsibility for promoting and modelling good & courteous behaviour in classrooms; in collaboration with expert colleagues, contribute around school | Secure: Yes[ ]  Not yet[ ]  |
|  | **Teachers’ Standard 7. Manage behaviour effectively to ensure a good and safe learning environment** | TS7 Met[ ]  Not met[ ]  |

## (C) Behaviour and Relationships: CCF1 (TS1)

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|  | **Focus** | **Knowing** (knowledge, skills and understanding) | **Doing** | Review |
| Learning Environment - Shaping the Learning Environment | **Relationship building**Parents | Understand how **mutual respect** influences the learning environment, and the types of interaction likely to establish this. | Take a range of steps to establish good relationship with pupils, tailoring approaches to different contexts |  |
| Aware of the different forms of parent/school engagement and the influence on pupil engagement,… | Under supervision, draw on parental engagement to contribute to a positive learning climate |  |
| TS1.1.3 Develop mutually respectful relationships with pupils (usually resulting in a developing rapport). | Secure: Yes[ ]  Not yet[ ]  |
| ExpectationsClassroom norms  | Know expectations influence classrooms norms and pupil outcomes (inc. unconscious bias); language key to communicating expectations | Set appropriately ambitious goals for all pupils in own classes. Plan and use language to communicate a belief in the potential of all |  |
| TS1.2 Set goals aimed to stretch and challenge pupils of all backgrounds, abilities and dispositions.  | Secure: Yes[ ]  Not yet[ ]  |
| Engagement | Aware engagement is s broad construct (e.g. behavioural, emotional, cognitive) and some pupils need support to fully engage in learning | Plan types of activities to interest and engage, so all pupils can participate |  |
| TS1.1.2 Plan activities that contribute to a stimulating environment for pupils. | Secure: Yes[ ]  Not yet[ ]  |
| Safe environment | Aware a safe environment has physical and emotional elements, and a predictable/secure environments benefits all esp. pupils with SEND. Know expectations are often communicated implicitly - social norms. | Communicate high behavioural expectations, taking into account pupils' physical and emotional safety. Drawing on support as needed, provide a safe environment for pupils.  |  |
| TS1.1.1 Contribute to a safe environment for pupils. | Secure: Yes[ ]  Not yet[ ]  |
| Organisation of pupils  | Know organisation can influence learning. e.g. ‘ability’ grouping can lower teacher expectations and hence pupil attainment. | Discuss the rationale for how pupils are grouped in school; articulate how expectations are maintained for all pupils |  |
| Understanding oneself  | Know teachers' behaviours influence pupils, so regulating oneself is essential. | Model positive attitudes and behaviours. With support, ensure attribution of poor BfL does not default to a pupil deficit model. |  |
|  | TS1.3 Model the positive attitudes, values and behaviour that are expected of pupils, in line with school policies | Secure: Yes[ ]  Not yet[ ]  |
|  | **Teachers’ Standard 1. Set high expectations which inspire, motivate and challenge pupils**  | TS1 Met[ ]  Not met[ ]  |

### Report TS7 & TS1

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| **Interim report** |  | **TS7:** **TS1:**  | **TS7**: Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  **TS1**: Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **Final report** |  | **TS7: Met**[ ]  **Not met**[ ] **TS1: Met**[ ]  **Not met**[ ]  |

## (D) Pedagogy - How Pupils Learn: CCF2 (TS2)

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|  | **Focus** | **Knowing** | **Doing** | Subject exemplifications | Review |
| Theme: **How pupils learn, and how teachers teach** | **Theories of learning** | Familiar with different schools of thought about learning; understand key tenets: Cognitive/neuroscience; Constructivism; Social constructivism; Humanism; Behaviourism | Articulate how relevant perspectives inform planning of learning sequences |  | (UA2) |
| Understand the role of affect (emotion) and needs (e.g. Maslow) on learning | Discuss e.g., impact of physiological, safety, belonging, esteem needs on learning |  |
| Cognitive Science | Aware of cognitive science perspectives (inc. CCF endorsed approaches): Mental schema development: Influence of prior knowledge and learning. Memory: Working and long-term.Cognitive Load: Managing: split attention, dual coding; retrieval, spaced, interleave, practice … | Engage with school/MAT approaches related to cognitive science perspectivesDiscuss concept and mental schema formation (inc. how to avoid/address misconceptions). Relate relevant perspectives to practice planning of learning sequences |  |
|  | TS2.4 Demonstrate knowledge and understanding of how pupils learn and how this informs teaching | Secure: Yes[ ]  Not yet[ ]  |
| **Pedagogy**  | Cognisant of different schools of thought about pedagogy, and links to theories of learning: E.g. Inquiry, Dialogic, Direct Instruction | Use appropriate pedagogical perspectives to inform lesson planning.  | Ensure that you are aware of the pupils’ existing knowledge and how to build on it within the lesson  |  |
| Aware of ways to gauge and take into account pupils’ prior knowledge (inc. misconceptions) when planning lesson sequences  | Seek to gauge & build on prior knowledge: increase challenge (e.g. less scaffolding, more interacting elements); address misconceptions | E.g. use AfL questions to explore understanding, including misconceptions. |  |
| Pedagogical techniques | Understand a range of classroom techniques, inc. those endorsed by CCF and adopted by schools. E.g.: Exposition, questioning, practice, modelling, worked examples, steps, links, retrieval, spaced, interleaved, variation  | Select appropriate techniques to address learning intentions, based on articulated pedagogical principles.  | Eg. use of spaced retrieval within a series of phonics lessons. |  |
|  | TS2.2 Show awareness of pupils’ capabilities and prior knowledge; plan some aspects of teaching to build on these | Secure: Yes[ ]  Not yet[ ]  |
| Pupil Progress | Understand the relationships between teacher actions and pupil learning as a professional responsibility.  | Review evidence of pupil progress in relation to planning and teaching | Consider progress in relation to the fluency and skills related to that curriculum subject |   |
| TS2.1 Be accountable for pupils’ attainment, progress and outcomes | Secure: Yes[ ]  Not yet[ ]  |
| Pupil Involvement | Understand the role of pupil attention, motivation and self-regulation on learning. | Plan opportunities for pupils to review and take ownership of the learning process. | Eg. use learning journeys for pupils to review prior learning in foundation subjects. |  |
| TS2.3 Incorporate some opportunities for pupils to reflect on the progress they have made and their emerging needs | Secure: Yes[ ]  Not yet[ ]  |
| TS2.5 Can provide opportunities, through planning and/or response, which encourage pupils to take a responsible and conscientious attitude to their own work and study | Secure: Yes[ ]  Not yet[ ]  |
|  | **Teachers’ Standard 2. Promote good progress and outcomes by pupils** | TS2 Met[ ]  Not Met[ ]  |

## (D) Pedagogy - Classroom Practice: CCF2 (TS4)

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|  | **Focus** | **Knowing** | **Doing** | Exemplification | Review |
| Planning  | Planning  Sequencing Progression AssessmentKey concepts | Understand how to plan and sequence learning opportunities inc.: Providing ways to progress with key ideas; how to plan for assessment and responsiveness.  | Draw on school resources, to plan lesson sequences. Articulate how tasks relate to key ideas. Plan for assessment (inc. identifying 'starting points' for activities). | Articulate the key concepts/idea that activities are aimed at exposing; be explicit about critical features of examples and representations. |  |
| Understand domain's key concepts & how to evaluate the effectiveness of resources/tasks to teach these. | Plan activities so pupils can think hard about key ideas, inc. questions to challenge & extend | Eg. in history, explain how your resource has enabled the pupils to apply the domain specific skill of chronological ordering. |  |
| TS4.5 Working collaboratively with expert colleagues, contribute to the design and provision of an engaging curriculum by adapting school resources appropriately.  | Secure: Yes[ ]  Not yet[ ]  |
| Structuring lessons  | Understand key features of lessons, and how different types of activities can be selected and organised. E.g. Teacher (exposition, modelling, scaffolding, worked examples…); Subject (tasks; links, …); Pupils (practice)  | Select and adapt appropriate tasks (draw on school schemes). Over time, use a range of activities, e.g. modelling, collaborative work… Sequence components of tasks, balancing level of new content, planning scaffolding (and fading) for key ideas. | Fading through the ‘I do, we do, you do’ approach. |  |
| Aware of the challenges for pupils in understanding complex ideas in a specific topic. Building a repertoire of approaches to communicate these ideas. | Develop explanations; e.g. thinking aloud; concrete representations of abstract ideas; combine diagrams with verbal | Eg. in reading comprehension, prepare a ‘think-aloud’ to teach inference skills. |  |
| The pace of the episodes within the lesson needs to be judged in response to your understanding of the prior attainment of pupils. | Draw on your knowledge and understanding of children’s prior attainment to make decisions about time devoted to learning episodes and when to move on. | In response to marking English books, extend time spend on reviewing the use of possessive apostrophes at the start of the lesson. |  |
|  | TS4.1 Can plan appropriately structured lessons to impart knowledge & develop understanding, with lesson time regularly used appropriately | Secure: Yes[ ]  Not yet[ ]  |
| Review | Develop reflective practice, drawing on course systems to hone PD and benefit pupil learning.  | Reflect on an element of practice, through the use of Brookfield’s Lenses. |  |  |
| TS4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching, engaging with course processes as appropriate | Secure: Yes[ ]  Not yet[ ]  |
| Pupil InvolvementSelf-regulation Metacognition | Know how classroom talk and collaboration can develop reasoning & stimulate thinking. | Identify ways to scaffold classroom talk and collaborative working (e.g. think, pair, share) | Encourage use of subject specific vocabulary.  |  |
| Aware how activities might influence pupils’ attitudes to learning, and how self-regulation & metacognition can support learning. | Discuss ways to promote positive attitudes and develop pupils' understanding of their learning; include some ideas in planning. | Eg. model for pupils how to use success criteria to monitor their writing. |  |
| TS4.2 Can employ strategies to promote a love of learning and children’s intellectual curiosity | Secure: Yes[ ]  Not yet[ ]  |
| Homework | Understand the role of out-of-class activities for pupil learning.  | Follow school practice on the role of homework  |  |  |
| TS4.3 Drawing on school resources, set homework (in line with school policy and practice) to consolidate and extend the knowledge and understanding pupils have acquired | Secure: Yes[ ]  Not yet[ ]  |
|  | **Teachers’ Standard 4. Plan and teach well-structured lessons** | TS4 Met[ ]  Not met[ ]  |

## (D) Pedagogy - Adaptive Teaching: CCF2 (TS5)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Focus** | **Knowing** | **Doing** | Subject exemplifications | Review |
| Adaptive Teaching | Development | Understand different theories of child development (physical, social and intellectual)  | Discuss how planning and teaching can be adapted to suit stage of development |  |  |
| TS5.3 Demonstrate an awareness of the physical, social and intellectual development of children for the age range taught; shows some understanding of how to use approaches that are developmentally appropriate  | Secure: Yes[ ]  Not yet[ ]  |
| **Inclusion**  | **Principle:** Include all learners, with high expectations for all. Aware learners have different needs/support (separate tasks & wrong assumptions can lower expectations). | **With support, adapt lessons.** Promote equity of access, providing appropriate learning opportunities, meeting the needs of individuals without unnecessary workload. | Eg.,when introducing new vocabulary provide picture cues to support learners with EAL. |  |
| TS5.1 Shows awareness of when and how to adapt teaching appropriately, and employs some approaches that provide appropriate learning opportunities for pupils. | Secure: Yes[ ]  Not yet[ ]  |
| SEND  | Know the key principles of the SEND Code of Practice (CoP) and how to translate into practice. | Adapt teaching to meet pupil needs in classes taught. Work with SENCO etc. as appropriate. | Discuss pupils’ specific subject needs with expert colleagues. |  |
| DisadvantagePP LAC | Know pupils from disadvantaged backgrounds tend to do less well; aware of barriers. | Engage with school PP policies, employing approaches with support.. | Take care not to associate particular attributes to lower attaining pupils. Support all pupils to make connections/links and develop effective ways of working. |  |
| Race and culture  |  |
| EAL  | Aware learners with EAL have differing needs. | Use models to help planning. |  |
| AAs Attainment  | Understand how OAs can improve outcomes. | Include OAs in lesson planning. |  |
| Know assumptions about low attaining pupils can lower outcomes. | Discuss whether attainment groups limit pupils’ curriculum access  |  |
|  | TS5.2 Shows an awareness of how some factors can inhibit pupils’ ability to learn within classes taught and can plan ways to overcome these | Secure: Yes[ ]  Not yet[ ]  |
|  | TS5.4 Have an awareness of the needs of all pupils, inc. those with SEN, from disadvantaged backgrounds, with EAL; with disabilities and of all attainment. When opportunities arise, able to use and evaluate distinctive teaching approaches designed to engage and support them. | Secure: Yes[ ]  Not yet[ ]  |
|  | **Teachers’ Standard 5. Adapt teaching to respond to the strengths and needs of all pupils** | TS5 Met[ ]  Not met[ ]  |

### Report TS2, TS4 & TS5

|  |  |  |
| --- | --- | --- |
| Interim report |  | **TS2:** Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **TS4:** Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **TS5:** Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| Final report |  | **TS2: Met**[ ]  **Not met**[ ] **TS4: Met**[ ]  **Not met**[ ] **TS5: Met**[ ]  **Not met**[ ]  |

## (E) Curriculum: CCF3 (TS3)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Focus** | **Knowing**  | **Doing** | Subject exemplifications | Review |
| Subject and Curriculum | Curriculum design  | Understand subject statutory and advisory guidance, and be aware of general guidance. | Engage with the school’s curriculum; with experts, discuss design and implementation.  | Engage with the non-statutory advice for the primary curriculum alongside statutory guidance and school curriculaUnderstand the importance of a broad and balanced curriculum and what this looks like for pupils  |  |
| **Subject****knowledge** | Have secure subject knowledge. | Exhibit subject knowledge needed for lessons. |  |
| Have up-to-date subject curricula knowledge | Able to discuss curriculum developments. |  |
| TS3.1.1 Have a secure knowledge of the relevant subject(s) and curriculum areas  | Secure: Yes[ ]  Not yet[ ]  |
| TS3.2.1 Demonstrate a critical understanding of developments in the subject and curriculum areas | Secure: Yes[ ]  Not yet[ ]  |
| Teacher knowledge | Understand the interconnected nature of knowledge for teaching: subject, pedagogical content, curriculum (inc. sequencing). | With experts, seek powerful examples, models analogies, illustrations, demonstrations. Discuss how to sequencing content effectively.  | Explanations, models and representations are central, with learning general concepts from examples the most common approach. Identify the key concept/idea, what critical features are present (and how to draw attention to them). |  |
| Pedagogical knowledgeSubject specific principles | Identify **key concepts**, skills and principles of the subject. Know links between ideas & how sequencing supports coherent mental schema. Aware of common barriers & misconceptions. | Use **good examples and models.** Use tasks & sequencing (from school resources) so pupils meet key ideas & engage with domain specific principles. Plan for common misconceptions. |  |
| TS3.1.2 Can provide opportunities, through planning and/or response, which foster and maintain pupils’ interest in the subject | Secure: Yes[ ]  Not yet[ ]  |
| TS3.1.3 Can anticipate common misconceptions and can plan suitable responses to address misunderstandings  | Secure: Yes[ ]  Not yet[ ]  |
| TS3.2.2 Can plan opportunities to promote the value of scholarship  | Secure: Yes[ ]  Not yet[ ]  |
| Language, literacy and numeracy | Know how literacy supports access to domain-specific knowledge. | Model domain specific language; plan for high-quality oral and written language use by pupils | Develop pupils’ precision in the use of subject specific vocabulary |  |
| Understand how literacy supports learning across the curriculum. Know the application of literacy and mathematics across the curriculum is the responsibility of every primary practitioner. | Demonstrates high standards of literacy, numeracy and the correct use of standard English in all lessons. Plan for opportunities to apply and develop these domains across the curriculum.Demonstrate an understanding of the school’s use of synthetic phonics and the phonic programme used.Explain the similarities/differences of different programmes (as appropriate). Understand the rigour of the approach, eg. Daily lessons, pure sounds, etc. Rehearses and refine their planning and teaching of phonics sessions, with greater independence and pace. | Eg. Within a science experiment, children use their knowledge of text types to inform formatting of the write-up. |
| TS3.3 Understand and take responsibility for the need to promote high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject, and can build in appropriate opportunities into lessons. TS.3.4 If teaching early reading, demonstrate a clear understanding of SSP.TS3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Secure: Yes[ ]  Not yet[ ]  |
| RHSE | Know RSHE was statutory from Sept 2020 and that SE is not compulsory. | [Explore school policies, with discussion with experts as appropriate] |  |  |
|   |  |
| EDI | Understand our education system contains specific and structural features that may disenfranchise and disadvantage some children. | With experts, discuss how curriculum provision could provide a fairer representation of all groups. Be a role model of inclusive attitudes. | Eg. planned opportunities to introduce diversity through the use of texts. |  |
|  | **Teachers’ Standard 3. Demonstrate good subject and curriculum knowledge** | TS3 Met[ ]  Not met[ ]  |

### Report TS3

|  |  |  |
| --- | --- | --- |
| **Interim report** |  | **TS3:** Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **Final report** |  | **TS3: Met**[ ]  **Not met**[ ]  |

## 5(F) Assessment: CCF4 (TS6)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Focus** | **Knowing**  | **Doing** | Subject exemplifications | Review |
| Assessment | National measures | Understand statutory assessments and testing. Know DfE measures of school/pupil performance. | Discuss what type of data is used in schools and how, inc. how subject/curriculum areas are assessed & statutory requirements. | Look at subject specific attainment, and discuss how data is used Consider NC year group expectations, previous and next steps What does ‘greater depth’ look like in this subject? |  |
| TS6.1 Understand the statutory assessment requirements, and how a to assess the relevant subject and curriculum areas, in line with school policies  | Secure: Yes[ ]  Not yet[ ]  |
| Types of assessment | Understand types and purposes of assessment: Summative (A of Learning); Formative (A for Learning);  | Engage with assessment strategies used in school; discuss how info generated is efficiently recorded to inform pupil progress. | Consider what data generated does or does not tell you about subject specific understanding  |  |
| Know how data might be used summatively & formatively; how to structure questions/tasks to spot prior knowledge/gaps/misconceptions | Explore how to structure assessments that can inform teaching before & within lessons, that identify prior knowledge/gaps/misconceptions | As above, consider what you are assessing: a skill, knowledge of particular facts, conceptual understanding – how do you know?  |  |
| TS6.2 As appropriate, use school summative assessment to contribute to securing pupils’ progress  | Secure: Yes[ ]  Not yet[ ]  |
| Evidence (data) | Aware of how trends/patterns in data might provide insights into pupils' learning. | Engage with class data with guidance from expert colleagues, monitor progress & set targets. | Track whole class across a sequence of lessons in a core subjects |  |
| TS6.3 Under supervision, use relevant data to monitor progress and set targets; draw on data to plan subsequent lessons | Secure: Yes[ ]  Not yet[ ]  |
| In-class assessment strategies | Know how to build assessment into activities & how assessment can inform teaching/learning (teachers’ decision making, pupil responses) | Plan formative assessment linked to learning goals (check for understanding), inc. how info generated is to be used (by teacher & pupils). | At AfL points, employ planned strategies that respond appropriately to secure progress. |  |
| Aware of a range of in-class assessment strategies (e.g. listen, question, watch, self-peer, pivot questions, mini-whiteboards…). | Over time, use range of formative assessment strategies (monitoring understanding and misconceptions to frame your responses). | Assess understanding by getting pupils to talk/ write rather than answer closed question.  |
| TS6.2.1 Use a range of formative assessment strategies to contribute to securing pupils’ progress  | Secure: Yes[ ]  Not yet[ ]  |
| FeedbackSelf-regulationMeta-cognition | Know a range of feedback strategies (written, verbal, peer, self) and their ‘efficiency’. | Implement school's marking policy. Provide feedback pupils can act on (inc. verbal) | Use live marking. |  |
| Aware, over time, feedback should support pupils to monitor/ regulate their own learning.  | With support, plan some activities that provide pupils opportunities to develop self-regulation. | Guide children to evaluate their learning against success criteria. |  |
| TS6.4 Give pupils regular feedback, both orally and written, in line with school policy, and plan opportunities for pupils to respond | Secure: Yes[ ]  Not yet[ ]  |
|  | **TS6. Make accurate and productive use of assessment** | TS6 Met[ ]  Not met[ ]  |

**Trainee’s experiences during Phases 2 and 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Observed in P2 | Taught in P2 | Observed in P3 | Taught in P3 |
| Art and Design  |  |  |  |  |
| Computing  |  |  |  |  |
| Design Technology  |  |  |  |  |
| Geography  |   |   |  |  |
| History  |   |   |  |  |
| Modern Foreign Languages  |  |   |  |  |
| Music  |  |   |  |  |
| Physical Education  |  |   |  |  |
| PSHE/RHE  |   |   |  |  |
| Religious Education  |   |   |  |  |

### Report TS6

|  |  |  |
| --- | --- | --- |
| **Interim report** |  | **TS6:** Met[ ]  Not met[ ] **On Track: Yes**[ ]  **No**[ ]  |
| **Final report** |  | **TS6: Met**[ ]  **Not met**[ ]  |

## Trainee teacher’s Response to the Interim Report

|  |  |
| --- | --- |
| Trainee teacher: Response to the Interim Report | Comment:  |
| Signature and Date |  |
| Checks | Have you named the file: **SURNAME First name Subject CARD 3 (Interim)** Yes[ ] Have you uploaded the pdf and Word version to your Eportfolio Yes[ ] Has the pdf been emailed to pripgce@le.ac.uk Yes[ ]  |

# Final Report: Overview

|  |  |
| --- | --- |
| Progression  | Teachers’ Standards (for trainees): **ALL met: Yes**[ ] : Move onto ECDP  |
| Comment by ITE coordinator |  |
| Signature and Date |  |

## Trainee teacher’s Response to the Final Report

|  |  |
| --- | --- |
| Trainee teacher: Response to the Final Report | Comment:  |
| Signature and Date |  |
| Final Checks | Have you named the file: **SURNAME First name Subject CARD 3 (Final)** Yes[ ] Have you uploaded the pdf and Word version to your EPortfolio Yes[ ] Has the pdf been emailed to pripgce@le.ac.uk Yes[ ]  |