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Knowledge is power. Information is liberating. Education is the premise of progress in every society, in every family.

Kofi Annan

**Training Handbook**



**Summer 1**

**Trainee: Mentor: Main School:**

Handbook Guidance  
for Professional Tutors and Mentors

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| --- | --- |
| **Trainee Name:** |  |
| **School:** |  |
| **Professional Tutor:** |  |
| **Mentor:** |  |

** Key Information**

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| **Carmel CTTP documentation :** https://carmelteachertraining.com/documentation |
| **Monica Shepherd:** ITT Director and Secondary Lead   01325 523 **460** **** mshepherd@carmel.bhcet.org.uk |
| **Iain Knox:** Primary Lead   01325 523 **460** **** iknox@carmel.bhcet.org.uk |
| **Lily Bonas** Teaching School Administrator   01325 523 **474** **** lbonas@carmel.bhcet.org.uk |

Core Training Requirements

1. Professional Tutor (PT) to monitor and quality assure the trainee’s experiences and development throughout the training year.
2. PT to facilitate opportunities for the Mentors to meet, support and observe their trainees on a weekly basis, as outlined in the School Agreement and PT/Mentor Handbooks.
3. Mentor to meet with their trainee **for a minimum of one hour’s training per week** to review progress and set weekly targets as outlined in the PT/Mentor Handbooks.
4. Training Handbooks to be used by all schools.
5. **ITT Core Content Framework** to be embedded in all aspects of training (school-based and central) <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
6. Clear links to be drawn between audits, central and school-based training.
7. Class teacher (CT) or Mentor to be present in the classroom with the trainee for the first term and in second school placement for the first week as a minimum, unless salaried. CT or Mentor to offer support and feedback both formally and informally.
8. Assessment strategies to be included in all curriculum-based training.
9. Ongoing reflections and evaluations of training and classroom practice (recorded in Reflective Journals, in lesson evaluations and post training evaluations).
10. Academic study time to be protected.
11. PT to check that all documents are completed and signed off before the final PLT visit in May and final submission.

**Suggested teaching commitment for this half term- approximately 60-80% timetable allocation that is 12-16 planned and taught lessons inclusive of small groups and whole classes per week, based on 4 days not 5 and 5 lessons per day.**

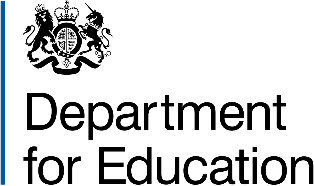
Trainee Progress

Assess trainees against each Teachers’ Standard but remember that the grading standards apply to a **trainee teacher**.

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CTTP consider that the quality of trainees’ teaching is judged by the impact they  
have on student progress and learning over time; it is the trainee’s strengths across  
the Teachers’ Standards in their entirety that are integral to this.   
When assessing trainees, assess them with specific reference to student progress over  
time.

**NB:** *Trainees should not be assessed or graded against the ITT Core Content Framework statements.*

**Teachers’ Standards**

|  |  |  |
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| **1.** Set high expectations which inspire, motivate and challenge students | **5.** Adapt teaching to respond to the strengths and needs of all students |  |
| **2.** Promote good progress and outcomes by students | **6.** Make accurate and productive use of assessment |  |
| **3.** Demonstrate good subject and curriculum knowledge | **7.** Manage behaviour effectively to ensure a good and safe learning environment | **PART 2.**  Personal and Professional Conduct |
| **4.** Plan and teach well-structured lessons | **8.** Fulfil wider professional responsibilities |

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| **Pupil Progress ** | | **Identifying trainee progress throughout the year** | |
|  | Pupils **do not make adequate progress** |  | **Risk of Failure**  Elements of **concern** |
|  | Pupil progress **not secure** |  | **Towards**  **Towards** trainee expectation |
|  | Pupil progress mostly as **expected but** **not always consistent** |  | **Within**  **Working within the** trainee expectation |
|  | Pupil progress **as expected** **over time** |  | **Meeting**  **Meeting** trainee expectation |
|  | Pupil progress **good or better over time** |  | **Exceeding**  **Exceeding** trainee expectation |

Training Programme  
Summer Overview

**CTTP Spiral Curriculum**



**School-Based Training**

Follow-Up Mentor Meeting

**School-Based Training**

Focused Observation

**Academic Study**

Pre-Reading

**Academic Study**

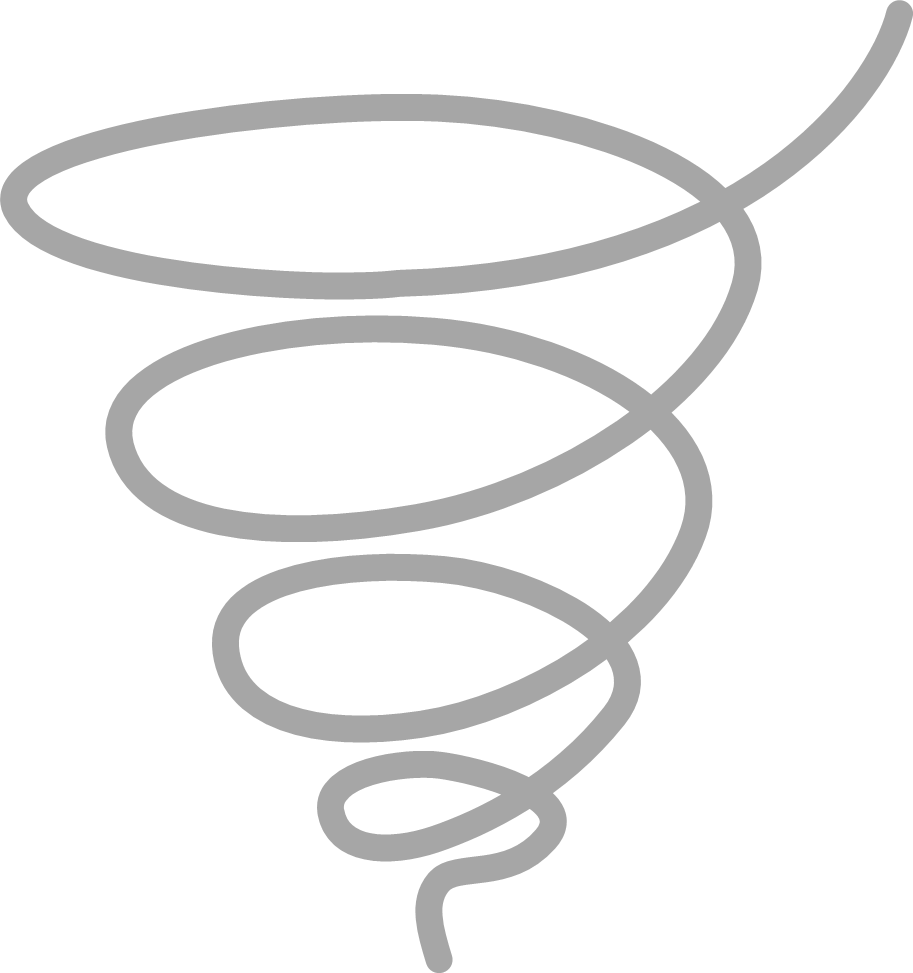
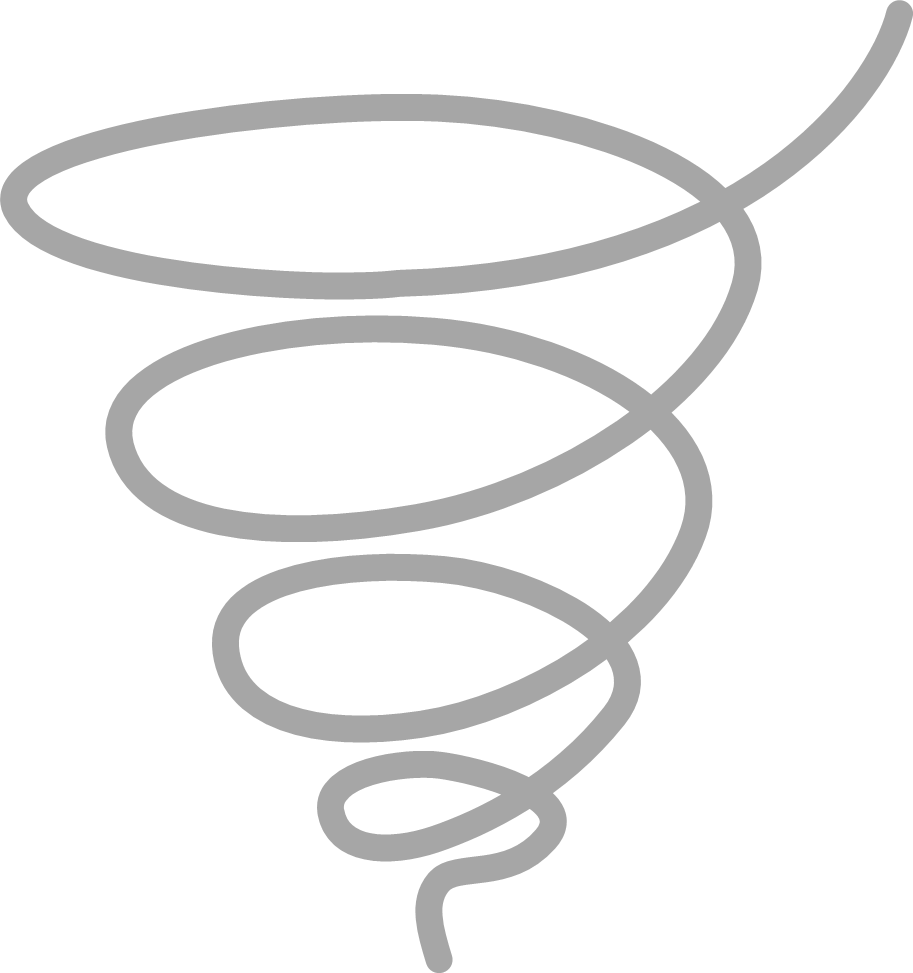
Follow-Up Reading

**Central Training**

Training Session

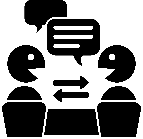
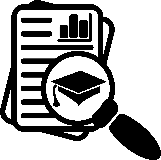
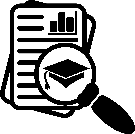
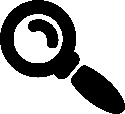
**Central Training**

Consolidation  
Training Session



**PT**

**Mentor**



**The Role of the Mentor/PT**

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| **School-Based Training** | * Organise focused observations (joint when possible) * Review focused observations and deconstruct observed approaches. * Using Training handbook, review central training sessions and discuss academic reading. Review impact of central training on trainee’s Teaching and Learning. * Rehearse, practise and give feedback on related skills. |
| **Academic Study** | * Protect directed study time (2 hour / week) * Be aware of and familiar with trainee’s reading list |
| **Central Training** | * Be aware of weekly training focus. * Check training files half-termly. |

Training Programme  
Summer 1 Overview

**Summer 1 Training Focuses and Schedule**

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| **C:\Users\User\Downloads\Adaptive Teaching.pngAOF2**  **Pedagogy**     * Individualised focus based on target from observed practice | **C:\Users\User\Downloads\Adaptive Teaching.pngAOF3**  **Curriculum**   * Individualised focus based on target from observed practice | C:\Users\User\Downloads\Assessment.png**AOF 5**  **Assessment**   * Ongoing pupil tracking * PGCE Assignment * Individualised focus based on target from observed practice |

AOF

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|  | **Suggested Reading** | **Focused Observation** | **Monitoring** |
| **Week 27**  c/ 17/04 | Progress and outcomes  [Improving engagement and raising attainment through mixed ability grouping and cooperative learning : My College (chartered.college)](https://my.chartered.college/research-hub/improving-engagement-and-raising-attainment-through-mixed-ability-grouping-and-cooperative-learning/) | Link to targets and trainee need | Review of standards 1 and 7  Review evidence sheet for Standard 2 ( PT/Mentor) |
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| **Week 28**  c/ 24/04 | Subject and curricular knowledge  [Maintaining your subject knowledge : My College (chartered.college)](https://my.chartered.college/early-career-hub/maintaining-your-subject-knowledge/) | Link to targets and trainee need | Review of standards 4,8 and part 2  Review evidence sheet for Standard 3 ( PT/Mentor) |
| **Week 29**  c/ 01/05 | Adaptive Teaching  [Reimagining adaptive teaching: Creating a supportive environment for all learners : My College (chartered.college)](https://my.chartered.college/impact_article/reimagining-adaptive-teaching-creating-a-supportive-environment-for-all-learners/) | Link to targets and trainee need | QA Observations (Mentor /CT and Mentor/ PT)  Review evidence sheet for Standard 5 ( PT/Mentor) |
| **Week 30**  c/ 08/05 | Assessment  [Balancing workload, assessment and feedback in the primary classroom (chartered.college)](https://my.chartered.college/impact_article/balancing-workload-assessment-and-feedback-in-the-primary-classroom/) | Link to targets and trainee need | Review evidence sheet for Standard 6 ( PT/Mentor) |
| **Week 31**  c/ 15/05 | **PLT preparation** | Link to targets and trainee need | PLT 5 Visit – Review of Standards 2,3,5 and 6  Final TPR |
| **Week 32**  c/ 22/05 | **PLT preparation** | Link to targets and trainee need | PLT 4 Visit – Review of Standards 2,3,5 and 6  Final TPR |

Presentation File

**Qualified Teaching Status (QTS)**

**Presenting Standards’ evidence for final assessment**

**This file is to be submitted to CTTP which evidences that the trainee has met the Teaching Standards at a level to be recommended for the award of Qualified Teacher Status.**

**This evidence for final moderation, will be collated from all of the trainee’s files and must be signed off by the PT/ Mentor and PLT.**

It will contain:

1. Matrix from File A
2. **Standards’ Evidence Sheets with accompanying evidence\*\***
3. PLT4 Trainee Progress Report
4. Final Trainee Progress Report
5. All PLT reports (1-5: CTTP have copies of all).

***\*\*The selected evidence needs to cover the variety of lessons taught across the year, including age, subject knowledge and ability. No piece of evidence is to be used more than twice.***

1. Primary: the age ranges of a minimum 4 years and a variety of core and foundation subjects.
2. Secondary: evidence from each Key Stage: KS 3 Y7-Y9 **AND** KS 4 Y10-Y11 in their specialist subject area, demonstrating high quality subject knowledge.

The following documents **do not** need to go in the Presentation file but will need to be available **electronically or physically** for PLTs in their final visit:

* Subject Audits
* Gateway 1
* Gateway 2

Teaching and training schedule

**Suggested teaching commitment for this half-term:**(to be progressively built into the timetable over the half-term)

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 60-80% timetable allocation

**Timetable requirements:**

 1 hour protected **Academic Study Time**

 1 hour protected **Mentor Training**

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| **Week 27**  c/ 17/04/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** |  |  |  |  |  |

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| **Organise a Joint QA Observation (Mentor – PT/CT)** | | | | | |
| **Week 28**  c/ 24/04/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Week 29**  c/ 1/05/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** |  |  |  |  |  |

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| **Week 30**  c/ 8/05/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** |  |  |  |  |  |

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| **PLT Visit 5 Window** | **Week 31**  c/ 15/05/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** |  | | | | |

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| **PLT Visit 5 Window** | **Week 32**  c/ 22/05/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Trainee to submit their Presentation file during the school day: 8am-4pm. North and South drop off points TBC.** | | | | |

**Key Dates**

**Presentation file submission**

Friday 26/05/23

**Trainee to submit their Presentation file during the school day: 8am-4pm. North and South drop off points TBC.**

**Presentation file moderation**

Monday 05/06/23

**External Verifiers window**

Tuesday 06/06/23 to Friday 23/06/23

**External Verifiers feedback and Exam Board meeting**

Monday 26/06/2023

**Last day of course**

Tuesday 27/06/2023

**Presentation Evening**

Thursday 29/06/2023 6.30pm Carmel College, Darlington

**Primary and Secondary Mentor and PT Meeting**

Tuesday 05/07/2022 2.30 pm - 4.00 pm Location TBC

Weekly Training Guidance  
Key and Acronyms

**Key**

**☑ Weekly Tasks**

**📚 Training Focus**

**🗩 Discussion**

**🔍 Review of Focused Observation**

**🕮 Suggested Reading**

**🖍 To do this week**

**🢂** **Task for the Trainee**

**Acronyms**

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| --- | --- | --- | --- |
| **CCF**  **CTTP**  **DFE**  **ECF**  **GPS**  **INA**  **(SC)ITT**  **KCSIE**  **FTE**  **LO**  **LP**  **ECT** | Core Content Framework  Carmel Teacher Training Partnership  Department for Education  Early Career Framework  General Professional Studies  Initial Need Analysis  (School-Centred) Initial Teacher Training  Keeping Children Safe in Education  Full Time Equivalent  Lesson Observation  Lesson Plan  Early Career Teacher | **MA**  **PGCE**  **PLT**  **PT**  **QA**  **QTS**  **RJ**  **SA**  **SK**  **SSP**  **TPR**  **TS** | Master’s  Post-Graduate Certificate in Education  Partnership Link Tutor  Professional Tutor  Quality Assurance  Qualified Teacher Status  Reflective Journal  Subject Audit  Subject Knowledge  Second School Placement  Trainee Progress Report  Teachers’ Standards |

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| **Weekly Tasks:** | **** |

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| **1. Teaching and Learning (Target Review and Setting)**  ** Discuss and review trainee’s teaching experiences this week and review last session’s targets.**  Check Reflective Journal and sign off last session’s targets. Ensure congruence with Training Handbook. Add review comment and evidence in Mentor Handbook. Review of INA and Audit targets – identify how to meet remaining targets within this half term. Discuss and agree new targets for the week ahead based on: □ their teaching and learning for that week (lesson observations), □ a discussion regarding pupil progress as directed in the Training Handbook, □ their audits.  Discuss strategies to achieve these and define clear actions and success criteria as well as the support that will be made available to the trainee. **Record the targets in the Training Handbook. The trainee needs to record the same targets in their Reflective Journal AND record the minutes of their mentor meeting with you.**  **2. Trainee Progress Summary**  There is an expectation that all trainees will have all necessary evidence against the teachers standards to submit their final files by 26th May. Trainees and mentors are encouraged to use this document to support their development and formative assessment of progress.  ** Review and discuss this week’s recorded evidence. Ensure it is accurate, relevant, specific and dated.**  **3. Pupil Progress Tracking**  Support trainee to track, evaluate and evidence the impact of their teaching on pupil progress and learning over time. The trainee is required to select a minimum of 3 pupils who display a range of ability, educational needs and language differences and track, over the half term, their academic progression through assessment. They will need to evaluate and evidence the impact of their teaching on pupil progress and learning over time. Over the period of tracking the trainee is to identify the barriers to learning and critically evaluate in their Reflective Journal strategies to overcome these.  ** Advise ‘how’ to track the pupils and encourage the trainee to speak to the class teacher, plus additional adults such as learning support assistants/ teaching assistants who may also be supporting the pupil.**  **4. Wellbeing and Workload**  ** Discuss wellbeing, time and workload management with trainee.**  Consider the trainees workload overall – lesson planning and teaching, academic study and strategies to manage a work /life balance.  **5.Presentation file- collating evidence**  Verify and sign off the Evidence sheets for each of the Teachers’ Standards and Matrix A.  Check that their Final Standard Evidence Presentation File include:   * Matrix File A * Reflective Journal (uploaded to VLE or a hard copy) * Final Trainee Progress Report * PLT1, 2, 3, 4 and 5 Reports * **Evidence Against the Teachers’ Standards**   + - Standard evidence sheets for TS1- TS8 + annotated evidence to reflect the standard.     - Standard evidence sheet for Part 2 + annotated evidence to reflect the standard. |

Target Setting  
Support for Mentors

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| **Targets . . . Make them SMART – Use Impact questions to focus** | | | | | | |
| **Specific** | **Measurable** | **Accepted** | | **Realistic** | | **Time** |
| Don’t make them too broad. Focus in on the granular elements that will allow trainees to experience success and build on this to achieve their overall goal. | Consider how will the target be met. | Decided on and understood by all participants in the process. | | Consider using support if it can’t be achieved independently but it must be achievable. | | Think short term rather than long term. If it can’t be achieved, break it down into its component parts to make it achievable to allow for success to be celebrated. |
| **Actions and Support to access Target** | | | **Success Criteria** | | **Related** | |
| Direct the trainee what to do specifically to meet the target, where and who to use to help them. Use specialists where appropriate to support. | | | Success criteria identifies the small steps to help a trainee teacher to realise how to achieve their target. | | Link to specific areas. If it doesn’t match at all, is that a relevant target ? | |
| **Review comment** | | | **Evidence** | | | |
| Have the met the target ? How do you know ? | | | What evidence can be found to show the target has been met – *lesson plan, lesson observation, lesson evaluation, lesson resources, photographs.* | | | |

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) - **High expectations (1) / How pupils learn (2) / Assessment (6)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to maximise impact of teaching on pupil progress.** |
| **Target 2** (Focus on teaching and learning skills) – **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to develop their teaching and learning.** |
| **Target 3** |
| **Focus on what the trainee needs to support their development. Targets could come from subject knowledge, teaching and learning, academic reading or procedural elements.** |

**Targets Week 27**Week commencing 17/04/23

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
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| **Target 3 – Presentation File Development** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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Training Week 27  
Week commencing 17/04/23

**Professional Tutor**

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| **To Do This Week** | **** |
| Discuss with your trainee: -   * What academic reading has your trainee carried out this week and what impact will it have on their teaching? * Organise a Joint Observation with the trainees’ Mentor in Week 29. * **Their PGCE assignment due for submission next week.** | |

**Mentor**

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| **Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 2.** 2. Check evidence from PLT 3 ( Standards 1 and 7 ) with Evidence sheets.   **Chat with solid fill Discuss with trainee**:   1. Their teaching and learning this week, including wider reading and subject knowledge development. 2. **Their PGCE assignment due for submission next week.** 3. **Trainee to complete evidence sheet for Standard 2.** | |

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| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check  **1. Joint observation**  **-** Organise a joint observation with a class teacher or Professional Tutor to be carried out in Week 29  **2. Subject Audits**  **-** Discuss the trainee’s subject audits to be aware of trainee’s continued subject knowledge developmental needs within your own setting.  **3. Pupil Tracking**  - Review what evidence has been collected to date which illustrates the trainee’s understanding of adaptive teaching and the impact of assessment on future planning and teaching. | |

**Targets Week 28**Week commencing 24/04/23

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 3 – Presentation File Development** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

Training Week 28  
Week commencing 24/04/23

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| **Professional Tutor - To Do This Week** | **** |
| * What academic reading has your trainee carried out this week and what impact will it have on their teaching? * Organise a Joint Observation with the trainees’ Mentor in Week 29. | |

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| **Mentor - Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 3.** 2. Check evidence from PLT 4 ( Standards 4, 8 and Part 2 ) with evidence sheets. 3. **Trainee to complete evidence sheet for Standard 3.** | |

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| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check Discuss pupil tracking.  **1. Joint observation**  **-** Carry out a joint observation with a class teacher or Professional Tutor.  **2. Subject Audits**  **-** Discuss the trainee’s subject audits to be aware of trainee’s continued subject knowledge developmental needs within your own setting.  **4. Final Trainee Progress Report** - Begin to complete with the PT the final Trainee Progress Report with final gradings. **( Please note the different format which links to the standards and not Areas of Focus )**  **5: Targeted Progress - Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these.  **6. Pupil Tracking**  - Review what evidence has been collected to date which illustrates the trainee’s understanding of adaptive teaching and the impact of assessment on future planning and teaching.  **Preparation for PLT 5 Visit**  Look out for an email from your Partnership Link Tutor who will contact you to arrange a visit.  Check the list of documentation required for the PLT visit are completed prior to the meeting (listed within the PLT document emailed to you).  Trainee to update files to review prior to PLT meeting - are they organised? Check all trainee files are up-to- date, with matrix A verified.  Agreewho will do the joint observation with the PLT- Mentor or PT ?  Check what class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them. | |

**Targets Week 29**Week commencing 01/05/23

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
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| **Target 3 – Presentation File Development** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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Training Week 29  
Week commencing 01/05/23

**Professional Tutor**

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| **To Do This Week** | **** |
| * **Discuss Trainee Wellbeing and workload** * **Review trainee assessment tracking to date** * **Carry out joint observation.** | |

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| **Mentor - Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 5.** 2. **Trainee to complete evidence sheet for Standard 5.** | |

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| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check Discuss pupil tracking.  **1. Joint observation**  **-** Carry out a joint observation with a class teacher or Professional Tutor.  **2. Subject Audits**  **-** Discuss the trainee’s subject audits to be aware of trainee’s continued subject knowledge developmental needs within your own setting.  **4. Final Trainee Progress Report** - Complete with the Professional Tutor the final Trainee Progress Report with final gradings. **( Please note the different format which links to the standards and not Areas of Focus )**  **5: Targeted Progress - Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these.  **Preparation for PLT 5 Visit**  Look out for an email from your Partnership Link Tutor who will contact you to arrange a visit.  Check the list of documentation required for the PLT visit are completed prior to the meeting (listed within the PLT document emailed to you).  Trainee to update files to review prior to PLT meeting - are they organised? Check all trainee files are up-to- date, with matrix A verified.  Agreewho will do the joint observation with the PLT- Mentor or PT ?  Check what class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them. | |

**Targets Week 30**Week commencing 08/05/23

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 3 – Presentation File Development** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
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Training Week 30  
Week commencing 08/05/23

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| **Professional Tutor - To Do This Week** | **** |
| **1.What academic reading has your trainee carried out this week and what impact will it have on their teaching?**  **2. Discuss the trainees workload overall - lesson planning and teaching, academic study and a pending PLT visit! (Work-life balance)** | |

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| **Mentor - Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 6.** 2. **Trainee to complete evidence sheet for Standard 6.** | |

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| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check Discuss pupil tracking.  **1. Subject Audits**  **-** Discuss the trainee’s subject audits to be aware of trainee’s continued subject knowledge developmental needs within your own setting.  **2. Final Trainee Progress Report** - Complete with the Professional Tutor the final Trainee Progress Report with final gradings. **( Please note the different format which links to the standards and not Areas of Focus )**  **3: Targeted Progress - Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these.  **Preparation for PLT 5 Visit**  Look out for an email from your Partnership Link Tutor who will contact you to arrange a visit.  Check the list of documentation required for the PLT visit are completed prior to the meeting (listed within the PLT document emailed to you).  Trainee to update files to review prior to PLT meeting - are they organised? Check all trainee files are up-to- date, with matrix A verified.  Agreewho will do the joint observation with the PLT- Mentor or PT ?  Check what class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them. | |

**Targets Week 31**Week commencing 15/05/23

PLT 5 Visit Window

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
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| **Target 3 – Presentation File Development** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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Training Week 31  
Week commencing 15/05/23

PLT 5 Visit Window

|  |  |
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| **Professional Tutor - To Do This Week** | **** |
| **Confirm preparations for PLT 5 visit are complete, as listed below:**  You have checked and signed off all evidence in the trainee’s Presentation file (evidence for the QTS award).  You have moderated the Trainee Progress Report with the trainee’s mentor agreeing their grading.  **Friday 26th May:** Trainee to submit their Presentation file during the school day: 8am-4pm | |

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| **Mentor- Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 6.** 2. **Trainee to complete evidence sheet for Standard 6.** | |

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| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check Discuss pupil tracking.  **1: Targeted Progress - Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these.  **2: Preparations for PLT 5 visit:**  Ensure all files and documents are completed and ready for PLT 5 meeting.  You have checked and signed off all evidence in the trainee’s Presentation file (evidence for the QTS award).  You have moderated the Trainee Progress Report with the trainee’s PT agreeing their grading.  **Inbox with solid fill Direct trainee to:**   Finalise Presentation File (documents, evidence and cover sheets) and ensure all printed documents are signed off by the relevant people.  Evidence sheets for each of the Teachers’ Standards and Matrix A are verified and signed off.  Check that their Presentation File includes:   * Matrix File A * Reflective Journal * Final Trainee Progress Report * PLT1, 2, 3, 4 and 5 Reports * **Evidence Against the Teachers’ Standards**   + - Evidence sheets for TS1- TS8 + 1 piece of annotated evidence per substandard.     - Evidence sheet for Part 2 + 1 piece of annotated evidence per substandard. | |

**Targets Week 32**Week commencing 22/05/23

PLT 5

Visit Window

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 3 – Presentation File Development** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
|  |  | |

Training Week 32  
Week commencing 22/05/23

PLT 5 Visit Window

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| **Professional Tutor - To Do This Week** | **** |
| **Confirm preparations for PLT 5 visit are complete, as listed below:**  You have checked and signed off all evidence in the trainee’s Presentation file (evidence for the QTS award).  You have moderated the Trainee Progress Report with the trainee’s mentor agreeing their grading.  **Friday 26th May:** Trainee to submit their Presentation file during the school day: 8am-4pm | |

|  |  |
| --- | --- |
| **Mentor - Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **** |
| **Focus:**   1. Personalised training needs based on this week’s teaching.   Support trainee development using the Impact questions ( Appendix 2a ) and Impact questions with exemplification ( Appendix 2b )   1. Support trainee in the development of their **Presentation file – Standard 6.** 2. **Trainee to complete evidence sheet for Standard 6.** | |

|  |  |
| --- | --- |
| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary ( check for gaps in evidence ) – Review Read / See / Do ( Reflective Journal ) Health and wellbeing check Discuss pupil tracking.  **1: Targeted Progress - Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these.  **2: Preparations for PLT 5 visit:**  Ensure all files and documents are completed and ready for PLT 5 meeting.  You have checked and signed off all evidence in the trainee’s Presentation file (evidence for the QTS award).  You have moderated the Trainee Progress Report with the trainee’s PT agreeing their grading.  **Inbox with solid fill Direct trainee to:**   Finalise Presentation File (documents, evidence and cover sheets) and ensure all printed documents are signed off by the relevant people.  Evidence sheets for each of the Teachers’ Standards and Matrix A are verified and signed off.  Check that their Presentation File includes:   * Matrix File A * Reflective Journal * Final Trainee Progress Report * PLT1, 2, 3, 4 and 5 Reports * **Evidence Against the Teachers’ Standards**   + - Evidence sheets for TS1- TS8 + 1 piece of annotated evidence per substandard.     - Evidence sheet for Part 2 + 1 piece of annotated evidence per substandard. | |

Appendix 1: Trainee Information- Presentation File

**Qualified Teaching Status (QTS)**

**Presenting Standards’ evidence for final assessment**

**This file is to be submitted to CTTP which evidences that the trainee has met the Teaching Standards at a level to be recommended for the award of Qualified Teacher Status.**

**This evidence for final moderation, will be collated from all of the trainee’s files and must be signed off by the PT/ Mentor and PLT.**

It will contain:

1. Matrix from File A
2. **Standards’ Evidence Sheets with accompanying evidence\*\***
3. PLT4 Trainee Progress Report
4. Final Trainee Progress Report
5. All PLT reports (1-5: CTTP have copies of all).

***\*\*The selected evidence needs to cover the variety of lessons taught across the year, including age, subject knowledge and ability. No piece of evidence is to be used more than twice.***

1. Primary: the age ranges of a minimum 4 years and a variety of core and foundation subjects.
2. Secondary: evidence from each Key Stage: KS 3 Y7-Y9 **AND** KS 4 Y10-Y11 in their specialist subject area, demonstrating high quality subject knowledge.

The following documents **do not** need to go in the Presentation file but will need to be available **electronically or physically** for PLTs in their final visit:

* Subject Audits
* Gateway 1
* Gateway 2

Appendix 2a - Weekly Reflection – Impact Questions

**Impact questions**

**The following questions and exemplification support analytical and constructively critical analysis of everything that a teacher does or doesn’t do.  Have you  . . . .**

**AOF 1 – High Expectations and Managing Behaviour**

1. **Communicated a belief in the academic potential of all pupils? ( CCF1)**
2. **Demonstrated consistently high behavioural expectations? ( CCF1)**
3. **Developed a positive, predictable and safe environment for pupils? ( CCF7)**
4. **Established effective routines and expectations? ( CCF7)**
5. **Built trusting relationships** **? ( CCF7)**
6. **Motivated pupils ? ( CCF7)**

**AOF 2 - Pedagogy**

1. **Avoided overloading working memory ? ( CCF2)**
2. **Built on pupil’s prior knowledge ? ( CCF2)**
3. **Increased the likelihood of material being retained ? ( CCF2)**
4. **Planned effective lessons ? ( CCF4)**
5. **Made good use of expositions ? ( CCF4)**
6. **Modelled effectively ? ( CCF4)**
7. **Stimulated pupil thinking and checked  for understanding ? ( CCF4)**
8. **Developed an understanding of different pupil needs ? ( CCF5)**
9. P**rovided opportunity for all pupils to experience success? ( CCF5)**
10. **Met individual needs without creating unnecessary workload? ( CCF5)**
11. **Grouped pupils effectively? ( CCF5)**

**AOF 3 - Curriculum**

1. **Delivered a carefully sequenced and coherent curriculum ? ( CCF3)**
2. **Supported pupils to build increasingly complex mental models ? ( CCF3)**
3. **Developed fluency ? ( CCF3)**
4. **Helped pupils apply knowledge and skills to other contexts ? ( CCF3)**
5. **Developed pupils’ literacy ? ( CCF3)**

**AOF 4 – Professional Behaviours**

1. **Developed as a professional ? ( CCF8)**
2. **Built effective working relationships? ( CCF8)**
3. **Managed workload and wellbeing ? ( CCF8)**

**AOF 5 - Assessment**

1. **Avoided common assessment pitfalls? ( CCF6)**
2. **Checked prior knowledge and understanding during lessons? ( CCF6)**
3. **Provided high-quality feedback? ( CCF6)**
4. **Made marking manageable and effective? ( CCF6)**

Appendix 2b - Impact Questions Exemplification

**Impact questions**

**The following questions and exemplification support analytical and constructively critical analysis of everything that a teacher does or doesn’t do. Have you . . . . .**

|  |  |
| --- | --- |
| **AOF 1 – High Expectations and Managing Behaviour** | |
| **High Expectations ( CCF1)** | |
| **Communicated a belief in the academic potential of all pupils ?** | Tasks that stretch but are achievable within a challenging curriculum - Intentional but consistent language – A positive environment - making mistakes and learning from them – effort and perseverance - Opportunities to engage parents and carers |
| **Managing Behaviour ( CCF7)** | |
| **Developed a positive, predictable and safe environment for pupils?** | Respond quickly to any behaviour that threatens emotional safety – Establish a supportive and inclusive environment with a predictable system of reward and sanction – Work alongside colleagues as part of a wider system of behaviour management – 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. |
| **Established effective routines and expectations?** | Establish routines at the beginning of the school year, then reinforce both in classrooms and around the school. - Create and explicitly teach routines that maximise time for learning. |
| **Built trusting relationships** **?** | Liaise with parents, carers and colleagues to better understand pupils’ individual circumstances & how they can be supported. – Respond consistently to pupil behaviour. – Engage parents, carers and colleagues with support. |
| **Motivated pupils ?** | Support pupils to master challenging content, which builds towards long-term goals. - Provide opportunities for pupils to articulate their longterm goals and help them to see how these are related to their success in school. - Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. |
| **Demonstrated consistently high behavioural expectations ?** | Create a culture of respect and trust – Clear behavioural expectations – Applying rules, sanctions and rewards – Acknowledge and praise pupil effort |
| **AOF2 - Pedagogy** | |
| **How pupils learn ( CCF2)** | |
| **Avoided overloading working memory ?** | Pupils prior knowledge – How much new information to introduce – How to reduce distractions – Complex material into smaller steps |
| **Built on pupil’s prior knowledge ?** | Sequence lessons – Build on foundational elements – Identify and plan to prevent possible misconceptions – Share understanding and points of confusion – Link known to what is taught |
| **Increased the likelihood of material being retained ?** | Plan regular review and practice of ideas and concepts – Design practice, generation and retrieval tasks - Balance exposition, repetition and retrieval of knowledge and skills |
| **Classroom practice ( CCF4 )** | |
| **Planned effective lessons ?** | Break down tasks into constituent components - Use modelling, explanations and scaffolding – Teach foundation then problem solving and critical thinking – Remove scaffolding only after success - Consolidate and practice applying new skills/knowledge |
| **Made good use of expositions ?** | Concrete representation of abstract ideas – Start expositions at the point of pupil understanding – Combine verbal and graphical |
| **Modelled effectively ?** | Make process steps memorable and ensure recall – Narrate thought processes when modelling - Expose pitfalls and explain how to avoid them |
| **Stimulated pupil thinking and checked for understanding ?** | Consider factors that support effective collaborative/paired work – Provide scaffold for pupil talk to increase focus and rigour – Plan activities around focussed ‘hard thinking’ – Include a range of question types to extend and challenge – Provide wait time between question/response ) |
| **Adaptive Teaching ( CCF5)** | |
| **Developed an understanding of different pupil needs ?** | ( Support pupils with a range of additional needs, including SEND Code of Practice – Identify pupils who need new content further broken down – Use formative assessment – Work closely with SENCO and DSL under supervision) |
| P**rovided opportunity for all pupils to experience success?** | (Adapt lessons whilst maintaining high expectations and opportunity to meet expectations for all – Balance input of new concepts – Effective use of TA and other adults) |
| **Met individual needs without creating unnecessary workload?** | ( Decide whether intervening within lessons would be more efficient /effective than planning different lessons - Make use of well-designed resources – Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching - Build in additional practice or removing unnecessary expositions ) |
| **Grouped pupils effectively?** | ( Identify how the school changes groups regularly, avoiding the perception that groups are fixed – identify how school ensures that any groups based on attainment are subject specific – Apply high expectations to all groups, ensure all pupils access rich curriculum ) |

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| **AOF 3 - Curriculum** | | |
| **Subject and Curriculum ( CCF3)** | | |
| **Delivered a carefully sequenced and coherent curriculum ?** | Identify essential concepts, knowledge skills and principles – Focus on key ideas – How curriculum informs lesson preparation – Learn and master essential concepts, knowledge , skills and principles – Accumulate and refine a range of effective resources - Awareness of misconceptions and how to help pupils how to master concepts | |
| **Supported pupils to build increasingly complex mental models ?** | Revisit big ideas over time – Teach key concepts through a range of examples – Balance exposition, repetition, practice and critical skills and knowledge - Draw links between content and core concepts and principles | |
| **Developed fluency ?** | Use retrieval and spaced practice to build recall – Provide tasks that support learning of key ideas | |
| **Helped pupils apply knowledge and skills to other contexts ?** | Interleave concrete and abstract – Ensure relevant domain specific knowledge | |
| **Developed pupils’ literacy ?** | Clear understanding of systematic, synthetic phonics – Support fluent readers and legible, fluent writers - Model reading comprehension – Promote reading for pleasure – Teach different forms of writing – Teach vocabulary explicitly and plan for repeated exposure to high utility and high frequency vocabulary - Modell and require high quality oral language | |
| **AOF 4 – Professional Behviours** | | |
| **Professional Behaviours ( CCF8)** | | |
| **Developed as a professional ?** | Engage in professional development with clear intentions for impact on pupil outcomes, over time with opportunities for practice. - Identify and carry out duties relating to Part 2 of the Teachers’ Standards. Strengthen pedagogical and subject knowledge by participating in wider networks. - Learn to extend subject and pedagogic knowledge as part of the lesson preparation process. – Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. - Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. - Engage critically with research and use evidence to critique practice. | |
| **Built effective working relationships?** | Seek ways to support individual colleagues and work as part of a team. - Communicate with parents and carers proactively and make effective use of parents’ evenings to engage. - Work closely with the SENCO and other professionals to support pupils with additional needs - Make explicit links between interventions delivered outside of lessons with classroom teaching. - Share the intended lesson outcomes with teaching assistants ahead of lessons. - Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher – Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils – Know who to contact with any safeguarding concerns and have a clear understanding of what to report. – Prepare teaching assistants for lessons under supervision. | |
| **Managed workload and wellbeing ?** | Use and personalise systems and routines to support efficient time and task management – Understand the importance of the right to support – Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing- Collaborate with colleagues to share the load of planning and preparation and make use of shared resources | |
| **AOF 5 - Assessment** | |
| **Assessment ( CCF6)** | |
| **Avoided common assessment pitfalls?** | Plan formative assessment tasks linked to lesson objectives – identify ahead what indicates understanding - Choose externally validated materials to make summative assessments in controlled conditions – Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. |
| **Checked prior knowledge and understanding during lessons?** | Structure tasks and questions to enable the identification of knowledge gaps and misconceptions – Use assessments to check for prior knowledge and pre-existing misconceptions – Prompt pupils to elaborate when responding to questioning to check secure understanding. – Monitor pupil work during lessons - Check for misconceptions |
| **Provided high-quality feedback?** | Pupils’ responses to feedback can depend on a range of social factors - Scaffold self-assessment by sharing model work with pupils, highlighting key details. - Ensure feedback is specific and helpful in peer- or self-assessment. - Focus on specific actions for pupils and providing time for pupils to respond to feedback. |
| **Made marking manageable and effective?** | How to record data to improve pupil outcomes. - Understanding written marking is only one form of feedback. - Identify efficient approaches to marking and alternatives to providing feedback - Use verbal feedback in place of written feedback - Reduce the opportunity cost of marking e.g. use abbreviations and codes. - Highlight errors related to misunderstandings, rather than careless mistakes when marking. |
| **Professional Behaviours ( CCF8)** | | |
| **Developed as a professional ?** | Engage in professional development with clear intentions for impact on pupil outcomes, over time with opportunities for practice. - Identify and carry out duties relating to Part 2 of the Teachers’ Standards. Strengthen pedagogical and subject knowledge by participating in wider networks. - Learn to extend subject and pedagogic knowledge as part of the lesson preparation process. – Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. - Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. - Engage critically with research and use evidence to critique practice. | |
| **Built effective working relationships?** | Seek ways to support individual colleagues and work as part of a team. - Communicate with parents and carers proactively and make effective use of parents’ evenings to engage. - Work closely with the SENCO and other professionals to support pupils with additional needs - Make explicit links between interventions delivered outside of lessons with classroom teaching. - Share the intended lesson outcomes with teaching assistants ahead of lessons. - Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher – Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils – Know who to contact with any safeguarding concerns and have a clear understanding of what to report. – Prepare teaching assistants for lessons under supervision. | |

Appendix 3 – Bitesize summaries

<https://carmelteachertraining.com/wp-content/uploads/2022/12/CTTP-Bitesize-Summaries.pdf>

Use the following summaries to further develop discussion and reading following Mentor and PT meetings.

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Appendix 4a - Evidence Summary – Standard 2

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| **Evidence to meet Standard 2** - Promote good progress and outcomes by pupils   * 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. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 4b - Evidence Summary – Standard 3

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| **Evidence to meet Standard 3 -** 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. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 4c - Evidence Summary – Standard 5

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| **Evidence to meet Standard 5 -** 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. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 4d - Evidence Summary – Standard 6

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| **Evidence to meet Standard 6 -** 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. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_