Evidence Summary – Standard 2

|  |
| --- |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence Summary – Standard 3

|  |
| --- |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence Summary – Standard 5

|  |
| --- |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence Summary – Standard 6

|  |
| --- |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_