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**Teacher Standard 1: Set high expectations which inspire, motivate and challenge pupils**

**This document is intended as supporting guidance, not as an assessment criteria or checklist.**

**An early career teacher:**

* ***Consistently*** uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.
* ***Consistently*** sets goals that stretch, challenge and motivate pupils, and uses strategies to support the progress of underperforming groups.
* ***Consistently*** and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.

**Key questions to reflect upon:**

* *Have I got high expectations? Can I demonstrate that my pupils are making at least good progress and that I am closing gaps?*
* *Am I meeting the developmental needs and interests of all the pupils in my class? Am I aware of vulnerable and disadvantaged pupils/groups?*
* *Are the pupils motivated? How do I know this?*
* *Do I know which school policies and procedures facilitate this standard? For example, the school’s safeguarding policy. Am I adhering to these?*
* *Does my teaching reflect an understanding of how pupils learn? Am I making effective use of support staff and resources?*
* *Is the learning environment supporting and stimulating the learner? How do I know this?*
* *Are children safe? How do I know this?*
* *Am I capping learning or nurturing this?*
* *Are the school’s learning behaviour systems supporting and promoting learning?*

**Teachers’ Standards sub-headings:**

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| 1. **Establish a safe and stimulating environment for pupils, rooted in mutual respect**
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| Strategies: | * **Safeguarding­-** ensure that your own safeguarding practice matches the policy and procedures of the school.
* **The classroom environment-** consider how well the learning environment supports and extends learning. Be prepared to make adaptations to classroom layout, groupings and table arrangements, especially if this will result in greater pupil progress and motivation. Establish a relaxed and purposeful atmosphere which encourages discussion and effective collaborative working, confidence to speak and discuss and respect for opinions of others.
* **Behaviour in lessons-** ensure that you consistently set high expectations of pupil behaviour which are centred on behaviour for learning and a safe environment. Ensure you understand and follow the school policy for behaviour and communicate your expectations clearly and consistently.
* **Differentiation and grouping**- all pupils need to find the work both accessible and appropriately challenging.This includestarget groups (pupil premium, SEN/D, EAL and Higher achieving pupils). Vary your approach to grouping pupils; consider grouping in a fluid manner, based on assessment, which is flexible and adaptive and change this within different subject areas to ensure progression. Reflect upon the effective use of other adults to support learning across the entire class.
* **Display**- collect a portfolio of stimulating displays/learning walls and seek opportunities to mirror effective practice by experienced staff in school. If the school uses a display policy, ensure you consistently follow the expectations and procedures laid out in this policy.
* **Learning outcomes-** allow the pupils to set/assist in setting the success criteria. Allow them ownership of their own learning outcomes and progress. Through your provision, develop pupil’s metacognition.
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| 1. **Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions**
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| Strategies | * **Consistently reflect on your own teaching** - ask yourself (and your ECT mentor): What learning have I observed? Have pupils met my desired learning outcome? What can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are challenged and motivated? What can I do to bridge any gaps in learning?
* **Target setting and Assessment for Learning (AfL)** - do the pupils know their targets/next steps and how to meet them; next steps provided through oral and written feedback; time is provided to respond to feedback, including marking; AfL is embedded and used to inform teaching.
* **Interventions** - Do specific targets and interventions show clear steps to goals and include opportunities for regular review? Are these impacting on pupil’s progress? If not, do they these interventions need revising?
* **Effective lesson planning** - These are designed to meet the intended learning objective. Show clear and appropriate differentiation; seating plans/groupings; effective use of other adult support and expertise to maximise learning.
* **Observe other staff** - use your ECT CPD time to seek opportunities to observe the practice of experienced staff (both teachers and support staff) and consider the teaching strategies used; reflect how you could build these techniques into your own teaching.
* **Liaise with the SENCO to seek advice about specific individuals - l**ook at the suggested activities/strategies along with the learning needs outlined in each individual support plan. Speak to other teachers and TAs who work with the pupil(s) asking for advice and guidance. Speak to former teachers to see how the incorporated the suggested activities. Consistently plan your lesson using the TA as a resource. Recognise the value of working closely with parents/carers.
* **Effective use of other adults in the learning environment** - plan clearly for the use of other adults on your lesson plan. Are you deploying these effectively at all points in the lesson?
* **Awareness of vulnerable pupils/groups** -attend, and actively contribute towards, pupil progress meetings; collate evidence showing understanding/progress; provision caters for vulnerable pupil’s needs; teacher tracking data with interventions.
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| 1. **Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils**
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| Strategies | * **Model the behaviours you wish to see** - this includes, the respect and politeness expected. Ensure that you acknowledge these learning behaviours.
* **Behaviour around school** - this includes transition times, use of the playground, moving along the corridors, extra-curricular clubs and assemblies.
* **Develop positive relationships with outside agencies and the local community** - value the skills and knowledge that others can provide. These may include educational psychologists, the local police, those working in places of worship and Children’s Centres, and facilitators for educational trips.
* **Follow the school’s behaviour policy consistently** - consider other practices and policies that may affect behaviour, such as display polices, celebration policies and homework policies.
* **Collaborative learning** - value how this can impact positively on learning and engagement. Plan for group tasks that are truly collaborative (model this practice as required). Monitor the effectiveness of this collaborate working.
* **Demonstrate and interest in, and commitment to, each pupil as an individual** - are you building in opportunities to talk to, and listen to, the pupils in your care?Are you aware of their interests and developmental needs?
* **Resilience­** - seek ways to develop pupil resilience and growth mind-sets. Model this trait through practical examples. Celebrate the ability and effort given to overcome setbacks.
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| Possible Evidence-  |
| * **Mentor Meetings:** evidence of critical reflection for this teacher standard and how the needs of all pupils have been catered for appropriately.

Willingness to approach colleagues for advice, support and preparedness to act upon advice.* **Lesson/session observations:**
	+ Positive relationships are established. The teacher knows his/her pupils.
	+ Pupil participation and response – pupils are motivated and appropriately challenged. The teacher builds the learners’ confidence.
	+ Relaxed, productive and stimulating learning environment
	+ Pupil feedback and evidence of pupil progress. Learning expectations are met. This includes: vulnerable groups, underperforming groups and higher attaining groups.
	+ Oral and written feedback is meaningful and motivational
	+ Support staff are being deployed effectively to maximise learning
	+ Ability to resolve conflicts and learning challenges (and positive working with parents/carers)
	+ Confident and effective behaviour management – behaviour strategies promote learning
	+ Learning behaviours are modelled and celebrated. For example, perseverance and a can-do approach
	+ AfL strategies such as questioning, help to both assess and challenge the learner
	+ Recognition of the value of the pupil’s voice.

 * **Lesson plans:**
	+ Links and builds on prior learning
	+ Where appropriate, there a ‘hook’ to help engage the pupils
	+ Resources provide appropriate challenge and support
	+ Shows high expectations and appropriate challenge
	+ Shows support for all pupil including diverse learning needs
	+ Motivating lessons and an engaging structure.
* **Work scrutiny/trawl:**
	+ Demonstrates challenge in work
	+ Feedback impacts on learning
* **Personal research**: reading and understanding key school policies and procedures (safeguarding, equality, behaviour, bullying and harassment…)
* **Personal/professional conduct in school:** modelling positive attitudes, values and behaviours
* Contributions in meetings with members of staff, including induction tutor
* Student progress data
* Classroom displays, learning walls and environment impact on learning
* Consistently working within school policies and procedures – practice matches policy
* Safeguarding and Health & Safety adhered to e.g. in risk assessment
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**How could I use my CPD time? You may want to:**

* Join planning meetings. Observe how others plan challenging and motivating lessons
* Explore strategies to ‘hook’ learning (a short opening into a lesson that grabs their interest). For example, starting lessons with: an artwork, a video clip, a deliberate mistake or stimulating question.
* Observe physical organisation in classrooms. How does this support collaborative work and a positive and caring ethos?
* Find out how teachers get to know their pupil’s abilities and dispositions. Why is this important? How does this ensure that pupils are challenged and stretched? How are positive relationships fostered with parents and carers?
* Observe how pupils are challenged in lessons (For example; through questioning, work expectations and the promotion of some learning behaviours such as risk-taking)
* Observe a teacher’s voice, presence and body language. How does he/she engage and motivate their learners?
* Explore how continuous and enhanced provision is planned to challenge and motivate learners.
* Familiarise yourself with the DfE guidance on Fundamental British Values. How do staff promote and embed this in their practice?