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**Teacher Standard 2: Promote good progress and outcomes by pupils**

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

**An early career teacher:**

* Is ***consistently*** accountable for pupils’ attainment, progress and outcomes.
* Has a ***detailed*** understanding of the pupils’ capabilities and their prior knowledge.
* ***Consistently*** provides high quality intervention and feedback to pupils which enables them to reflect on the progress they have made and their emerging needs and understand what they need to do to improve.
* Is ***consistently*** and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.
* ***Consistently*** and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.

***Key questions to reflect upon:***

* *Am I confident to discuss pupil’s ‘attainment’, ‘progress’ and ‘outcomes’?*
* *Can I use assessment data to inform my teaching?*
* *Can I identify the provision required to ensure progress and close gaps?*
* *Are pupils using oral and written feedback as a means of improvement? Can they explain their new learning and demonstrate an ability to self-reflect?*
* *How are interventions impacting positively on learning?*
* *Can I set achievable targets to support learning?*
* *Can I reflect self-critically on my practice?*
* *Can I assess effectively against exam board requirements?*

**Teachers’ Standards sub-headings:**

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| 1. **Be accountable for pupils’ attainment, progress and outcomes**   Is **consistently accountable** for pupils’ attainment, progress and outcomes | |
| Strategies: | * **Risk taking** - be prepared to try something new and be creative (it might not always work but you will learn from this). * **Flexibility** -be prepared and confident. Based on your formative assessment, consider how you can adapt your teaching throughout the lesson. How does this impact positively on learning? Be prepared to follow a different route (away from your lesson plan) especially if this will result in greater pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. * **Grouping** -vary how to set/group your pupils; consider flexible grouping to promote growth mindset and again change these in different lessonsto ensure maximum progress. To ensure effective deployment, consider the skills, knowledge and experience of each member of staff. * **Differentiation** - all pupils should find the work accessible yet suitably challenging**.** This includes target groups (Pupil premium, SEN/D, EAL, LAC and Higher achieving pupils). Vary methods of differentiation e.g. by resource, by outcome, by support and through careful flexible groups based on teacher assessment. Based on your formative assessment, adapt your teaching accordingly N.B. Extending high achievers does not mean additional work, it means deepening and applying their understanding. In the same way SEND does not mean less - just a different approach. Consider the ‘mastery’ approach to learning. * **Learning outcomes** - Allow the pupils to set/assist in setting the success criteria. Allow them ownership for their own learning outcomes and progress. Stop pupils at points in the lesson to measure their progress against the LO. * **Feedback** - oral and written feedbackshould consistently be meaningful, motivational and help to move the pupils on in their learning. Encourage the use of individual and peer assessment. Ensure there are opportunities to evidence how pupils have acted upon the feedback as a means of improving their work. Consider live marking as a means of instantly guiding the pupil and informing your teaching. |
| 1. **Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these**   • Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  • Demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. | |
| Strategies | * **Flexible planning** -use a starter such a short ‘hook’ to engage them (question, artefact, video clip). If the pupils already have the knowledge/skills/understanding don’t make them carry out the task again, allow them to start from a different starting point otherwise you are limiting their progress. This could apply to your higher attaining pupils; do they need to go through your introduction and explanation again? * **Consistently reflect on your own teaching** - be honest with yourself, ask yourself, what can I do next? Did I achieve the expected learning outcomes? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? * **Assessment for learning** - consistently track pupils’ progress and identify next steps in their learning. Know the pupils’ starting point and plan accordingly for each pupil. Be specific for each subject area. Have an awareness of your target group’s learning needs and reflect this in your planning. * **Recording assessments and tracking data** -have clear and consistent tracking data for ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. It could be that for a lesson, you are particularly focussing on the PP pupils. Gather information and seek advice as how to cater for these target groups (SEND, PP, etc …) and ensure you track and reflect upon their attainment. * **Be prepared** -Have extension tasks ready (not more questions or a bolt on activity) but activities that deepen the learning or ask the pupils to use the learning in another context. * **Observe other practice with strengths in specific teaching fields** - consider the teaching techniques used and reflect how you could build these techniques into your own teaching. How does their teaching reflect how pupils learn? * **Liaise with the SENCO for advice about specific individuals** - look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to support staff who work with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource.   **Effective use of other adults** - consistently plan how you intend to use support staff and ask their advice when planning the lesson. They may have strengths and knowledge you don’t know about. |
| 1. **Guide pupils to reflect on the progress they have made and their emerging needs**   Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. | |
| Strategies | * **Flexibility (see previous point) -** if the lesson is not working, have the confidence to alter your plan; do not continue because that is the plan. Change and adapt your teaching to suit the needs of the pupils. * **Evaluation -** consistently ask pupils to reflect upon their own learning, and that of others, then use this to inform your planning. * **Responsive marking** - provide opportunities to highlight errors and encourage pupils to self-correct and understand the nature of the error. * **Reviews -** where appropriate, begin each lesson with a review of previous learning; consider which vocabulary, methods and ideas need to be revised. * **Collaborative learning -** plan for group tasks that are collaborative in nature. Consider your setting and roles for the pupils to undertake,not forgetting to build in pupil feedback and reflection time. * **Mini plenaries (or pit stops) -** plan forshort and snappy spot checks to inform pupil progress. For example, red/amber/green cards to check progress and confidence levels, reflecting upon 5 things I have learnt today and the use of exit cards. Consider how you will use and record such formative assessment strategies. * **Success criteria** - guide pupils to purposefully crafted success criteria. This will help them understand the learning objective and manage their own reflections on progress. * **Critique** - Allow pupils time to review their own work and the work of others to compare and begin self-reflection. In doing this, targets can be identified. |
| 1. **Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching**   Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. | |
| Strategies | * **Planning a sequence of work** - consistently show within your lesson plans how you have tailored the learning to suit the interests and needs of the pupils- use your lesson plan as a working document. * **Lesson planning** - Catering for different learning needs and closing individual learning gaps. For example, EAL, SEND and PP. * **Scaffolding** -Provide pupils with temporary support structures and appropriate scaffolding. For example; modelling, questioning and providing checklists and frameworks. * **Questioning** - Apply high-order questioning and check for all pupil’s understanding at each point; questions help pupils practise new information and connect new material to their prior learning. * **Evaluative process** - reflecting consistently on what you did and the impact this had on the pupil’s learning. How do you know that learning outcomes were achieved? * **Lesson study** - expert practitioners plan, observe and reflect with teachers within their areas of expertise. * **CPD** - keep up to date with emerging research and practice. * **Plan for, and deliver, varied and creative teaching** - e.g. paired work, team teaching and experiential learning. * **Evidence of adaptive teaching** - in response to pupils’ learning needs through lesson evaluations, work scrutiny, observations/ learning walks and other monitoring strategies. |
| 1. **Encourage pupils to take a responsible and conscientious attitude to their own work and study**   Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. | |
| Strategies | * **Expectations** - being consistent and explicit in your high expectations of the pace, focus, independence and quality of work. * **Responsibility** - you take responsibility for ensuring that the pupils take ownership of the quality of their work. Convey an understanding of the importance of scholarship. * **Lesson planning** -consistently plan opportunities for pupils to take more responsibility for their learning. For example, in selecting different forms of recording/response, different routes to achieving the same learning outcomes, or flexibility in progressing to more challenging work. * **Critical Evaluation -** consistent awareness of prior achievement and progress within a lesson, to support and challenge pupils in making appropriate decisions about their future learning. * **Learning environment** - establishing a climate where it is safe for pupils to try things and take responsibility; safe in the assurance of adult support and being comfortable to be independent. * **Rewards** -acknowledging responsible and conscientious attitude to their own work and study, as well as achievement. |

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| Possible Evidence |
| * Mentor Meetings - evidence of critical reflection for this teacher standard and how you are promoting good pupil progress and learning outcomes. * Willingness to approach colleagues for advice, support and preparedness to act upon advice. * Understanding and analyse of data. Can talk about ‘pupil progress’, ‘attainment’ and ‘outcomes.’ * Preparation for, and engagement in, pupil progress meetings. Understanding of targets/next steps. * Planning - is informed by gaps analysis and interpretation of data (next steps) * Lesson/session observations – evidence of good pupil progress and outcomes. Can talk about the ‘learning’ during the feedback process. * Formative assessment is used to inform teaching and learning. * Techniques used to help pupils reflect on their own progress and next steps. * Assessment records - and use of these to inform future provision. * Work scrutiny and quality of observations - pertinent links to assessment criteria. * Quality of teacher feedback - both oral and written. * Pupil’s own feedback. How do they judge their learning? Why? * CPD engagement - impact on practice. * Mock exams and tests. Are children making expected progress? (or above). * Personal/professional conduct in school – modelling positive attitudes, values and learning behaviours. |

**How could I use my CPD time? You may want to:**

* Determine how your school defines the terms ‘attainment’, ‘pupil progress’ and ‘learning outcomes.
* Attend a pupil progress meeting. Understand both how to prepare for these and how next steps in provision are identified.
* Familiarise yourself with the school’s assessment tracking system. How is data entered and examined? How is data used to inform targets?
* Explore how pupils’ prior knowledge and capabilities are used to inform planning and other provision.
* Observe some learning interventions. What is the impact on pupil progress and motivation?
* Spend time understanding examples of summative assessment and national testing. For example: A level and GCSE exam papers. Vocational assignments and tests.
* Observe how teachers encourage metacognition and positive learning behaviours. How is independent learning encouraged?
* Participate in a moderation event – observe how assessments are determined and agreed.
* Observe how teachers and support staff encourage pupils to reflect on progress and establish next steps.
* Determine which formative assessment (AFL) strategies are used in a lesson. How do these judge learning and inform teaching?