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**Teacher Standard 3: Demonstrate good subject and curriculum knowledge**

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

**An early career teacher:**

* ***Consistently*** teaches well, demonstrating: strong subject and curriculum knowledge; phase expertise.
* Is confident to work within the curriculum.
* Demonstrates the ability to address misunderstandings and maintain pupils’ interest.
* ***Effectively*** demonstrates understanding of developments in subject and curriculum areas.
* ***Effectively*** promotes the value of scholarship.
* ***Consistently*** demonstrates thorough understanding of how to teach reading, and writing effectively to enhance the progress of pupils.
* ***Consistently*** demonstrates an understanding of, and takes responsibility for, promoting high standards of literacy and the correct use of Standard English.
* Teaches early reading, systematic synthetic phonics, communication and language development ***confidently and competently*** so that pupils make good or better than expected progress.
* ***Consistently*** demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.
* Teaches primary mathematics ***confidently and competently*** so that pupils make good or better than expected progress.

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

* *Have I got confident and secure subject-related pedagogical knowledge? Is this strong enough to teach this subject effectively and answer question fully?*
* *Am I aware of common misconceptions for the subjects taught? Am I anticipating these and, where observed, adapting my lessons accordingly?*
* *Am I mindful of gaps in my subject and curriculum knowledge? How am I addressing these?*
* *How am I keeping up to date with latest developments in a subject area? This includes, pedagogical approaches, and relevant curriculum initiatives and commercial schemes.*
* *Am I aware of pupil’s interests, aptitudes and talents? Do I use this to develop new lines of enquiry and scholarly activity?*
* *Do I know which provision will have the greatest influence on learning in a subject area?*
* *Am I confident with the specialist terms and vocabulary used in my subject? Am I able to model the use of this language with both accuracy and confidence?*
* *Can I reflect self-critically on my practice?*
* *Am I utilising digital technologies to enhance my subject teaching?*
* *Do I have a good understanding of the aims and nature of my subject in the National Curriculum and against exam board requirements?*
* *How is subject knowledge and subject pedagogy interrelated?*
* *How am I supporting my support staff to help in subject, so they feel confident and well informed?*

**Teachers’ Standards sub-headings:**

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| 1. **Has secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings** | |
| Strategies: | * **Preparation** - take responsibility for your own subject knowledge in advance of teaching. Conduct personal research accordingly. * **Planning -** shows evidence of good subject pedagogical knowledge and how pupils learn. * **Grouping** - vary how to set/group pupils; consider the best way to group but ultimately, make sure it is based on live and current formative assessments. Actively reflect upon the effective deployment of support staff. * **Differentiation** - lessons show suitable differentiation, where required, and appropriate challenge that includes key questions to extend thinking. * **Higher-order questions** - ask questions which require pupils to synthesise information and extract key concepts that they have learnt. * **Feedback** - oral and written feedback assesses the pupil’s progress and sets targets or next steps. Consider ‘live marking’ as a means of formative assessment and to show impact on pupil progress * **Learning environment** - engages and motivates pupils; classroom displays/learning walls are current and include key vocabulary and examples of learning. This will aid pupil progress. * **Flexibility** - be prepared and confident to alter your intended plans. Based on your formative assessments, consider Think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route away from your planning, especially if this will result in better understanding and more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. |
| 1. **Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship** | |
| Strategies | * **Observe other teachers with strengths in specific teaching fields** - consider the teaching techniques used and reflect how you could build these techniques into your own teaching. * **Teaching** - seek to instil respect for knowledge, purpose and scholarly activity. * **Model learning** - share your learning and engagement with the subject content in the classroom to inspire and motivate the pupils and help them to understand the learning objective. * **CPD** - attend and contribute to new understanding in staff meetings, INSET, and other CPD opportunities. * **Research** - attempt to incorporate insights gained from reading, research and CPD courses attended into your own teaching. * **Engagement** - take part in learner and teaching opportunities provided for school. For example: subject policy reviews, scrutiny of work, moderation events and learning walks. |
| 1. **Takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English** | |
| Strategies | * **Model** - model excellent spoken and written English in all lessons regardless of the subject. * **Planning** - shows development of literacy skills and knowledge, as well as subject specific objectives. Plan opportunities to embed aspects of literacy into areas of your English teaching. For example, SPaG and handwriting. Plan for literacy opportunities through the teaching of other subjects. * **Communication** - articulate good written and verbal communication with parents/carers and pupils through communications such as newsletters, class blogs/twitter feeds and pupil’s reports. * **Praise** - praise learning behaviours and examples of progress (learning against the learning objective) and high standards of vocabulary and standard English. * **Learning environment** - shows accurate promotion of literacy key skills and reading. You model the importance of reading for pleasure. This includes data on your learning walls. * **Evaluation** - consistently ask pupils to reflect upon their own learning, and that of others, then use this to inform your planning. |

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| Possible Evidence |
| * Mentor Meetings: evidence of critical reflection for this teacher standard and how good subject and curriculum knowledge has been developed. * Willingness to approach colleagues for advice, support and preparedness to act upon advice. * Self-review of teaching and practice * Contribution to objective setting/success criteria * Engagement in CPD - impact on practice * Scholarly activity - contemporary reading for subject and curriculum areas. Knowledge of key schemes that are used in the school. * Ability to reflect on how subject knowledge and subject pedagogy link (with reference to how pupils learn) * Observations of other’s teaching of subject and curriculum areas * Use of learning walls to support both teaching and learning in these subject areas * Provision is motivational and supports the learning intention * Confident use of key subject terms and vocabulary * Response to feedback from colleagues including lesson observations * Pupil response/engagement e.g. observations, homework evidence * Lesson planning * Lesson observations show skilled precision in the teaching of literacy, articulacy and numeracy at appropriate points in lessons. |

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

* Conduct purposeful research (reading and internet) to assess and secure subject and curriculum knowledge. Where appropriate, re-visit BGU teaching session materials
* Spend time reading and understanding the National Curriculum and exam board specification. How can you use this to plan your schemes of work?
* Observe the techniques used to promote pupil’s interest in a subject?
* Observe how teachers quickly identify where misunderstanding have occurred. How do they make effective use of formative assessment (AfL), for example, questioning and feedback?
* Observe a lesson. How are lessons adapted to re-explain a challenging concept, method or skill?
* Look closely at learning walls. How does the teacher relate to these - how are these used to support independent learning? What do they comprise? For example; key vocabulary, examples of marked work and methods of working.
* Explore how staff model during lessons. How do they plan for this and utilise digital technologies?
* Spend time looking at the school’s website. What information is provided to parents and carers about each subject (aims, coverage etc…)
* Where relevant, observe how a subject is taught in an extra -curricular activity. For example, art club, reading club, running club and science club.
* Observe how teachers promote scholarship. What provision is available?
* Explore how technology is used to strengthen the teaching of your subject/s. Where appropriate, look at a range of session PowerPoints.
* Examine the feedback provided for subjects. This could be oral or written.
* With permission, look through some of the pupil’s work for a subject area.
* Scholarly activity. For example, to develop subject knowledge and skills and understanding schemes of work, spending time understanding the policies and procedures for subject areas.