**Teachers’ Standards Assessment 2023 (Primary)**

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| **Trainee Name:** | **Date of summative assessment:** |
| **Name of UBM completing summative assessment:** |  |

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|  | **Tick** | **Notes** |
| **Breadth of experience** | | |
| Check that classes for formal observations provides a span of key stages |  |  |
| ‘Breadth of experience’ template completed on eRPD – a brief summary of the experience needed for each section |  |  |
| **Formative assessment** | | |
| Three End of Placement Professional Discussions on eRPD – (used to inform the CEP) |  |  |
| Weekly curriculum progress reviews completed throughout school experiences (*usually* one per week) |  |  |
| Weekly TOPR completed throughout school experiences (*usually* one per week) |  |  |
| Career Entry Passport (CEP) – should be completed by discussion with school-based and university-based mentors and attached as a ‘Note’ – informed by End of placement professional discussions |  |  |
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| **Teachers’ Standard 1. Set high expectations which inspire, motivate and challenge pupils**   * + establish a safe and stimulating environment for pupils, rooted in mutual respect   + set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions   + demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | | |
| Explain how you have set high expectations, which inspire, motivate, and challenge pupils throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ 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. | | |
| Explain how you have promoted good pupil progress and outcomes throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| |  | | --- | | **Teachers’ 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. | | | |
| Explain how you have demonstrated good subject and curriculum knowledge throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| **Subject tracker**  Subject tracker completed for all school experiences |  |  |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ Standard 4. Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | | |
| Explain how you have planned and taught well-structured lessons throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ 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. | | |
| Explain how you have adapted your teaching to respond to the strengths and needs of all pupils throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| |  | | --- | | **Teachers’ 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. | | | |
| Explain how you have made accurate and productive use of assessment throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ Standard 7. Manage behaviour effectively to ensure a good and safe learning environment**   * + have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy   + have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly   + manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them   + maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. | | |
| Explain how you have managed behaviour effectively to ensure a good and safe learning environment throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ Standard 8. Fulfil wider professional responsibilities**   * + make a positive contribution to the wider life and ethos of the school   + develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support   + deploy support staff effectively   + take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues   + communicate effectively with parents with regard to pupils’ achievements and well-being. | | |
| Explain how you have fulfilled wider professional responsibilities throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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| **Teachers’ Standards Part Two - Personal and professional conduct**  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.   Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | | |
| Explain how you have maintained high standards of personal and professional conduct throughout your school experiences. Refer to specific examples from your eRPD, from any point in your training. |  | **Strengths:**  **Areas for development:** |
| Safeguarding procedures completed and added to eRPD for each school experience. |  |  |
| Safeguarding training certificate (Hays) added as a ‘Note’ to eRPD |  |  |
| From the discussion, is there sufficient evidence to demonstrate that this trainee has met this Teachers’ Standard? | 🗆 Yes  🗆 No | If no, then please specify: |
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\*Evidence can include: lesson observations carried out by trainees, weekly meeting/reflections, informal and formal observations, formal and informal conversations with trainees, academic assignment submissions. This evidence would normally be recorded on the trainees’ electronic Record of Professional Development (eRPD) but additional evidence may be considered.

**Assessment summary:**

***Trainee name: Date:***

Assessment against the TS:

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|  | TS1 | TS2 | TS3 | TS4 | TS5 | TS6 | TS7 | TS8 | Part 2 |
| Met |  |  |  |  |  |  |  |  |  |
| Not met |  |  |  |  |  |  |  |  |  |

Overall judgement:

Please make a judgement of the trainee’s overall attainment against the TS:

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|  | Yes | Refer for additional QA |
| The trainee has demonstrated that they have met the Teachers’ Standards and should be recommended for Qualified Teacher Status (QTS) |  |  |

***Completed by: Date:***

***For QA purposes only:***

*Date of QA:*

*Additional notes:*

*Final outcome:*

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| --- | --- | --- |
|  | Yes | Fail |
| The trainee has demonstrated that they have met the Teachers’ Standards and should be recommended for Qualified Teacher Status (QTS) |  |  |

*Completed by:*