

**Guide to Objectives in teacher training**

**2017-18**

# Good Objectives

Good feedback and target setting is at the heart of good teacher training. We expect Objectives to be set at least once every week by the mentor and agreed with the trainee.

Good objectives are evaluative rather than descriptive and focus on the impact of trainees’ teaching on the progress and learning of all pupils, although they may well focus on impact on particular groups. We expect Objectives to be set and reviewed during the weekly mentor meetings, although this may happen at other times as priorities arise.

Objectives will be developmental, linked to the Teacher Standards and focus on trainees’ progress and on their impact on pupil learning. Objectives will also relate to trainees’ subject and curriculum knowledge and pedagogic understanding.

During weekly meetings, trainees will present evidence of their impact on pupil progress and learning over time. Mentors will explore this evidence, triangulating against planning, assessment information, pupil work and discussions with pupils about their progress over time. Together, trainee and mentor will regularly evaluate action against previous Objectives

This following two sections are designed to assist in Objective setting.

* *Examples of Objectives* -these are worked examples to help you think through how to set objectives
* *Objective setting to support trainee progress* provides examples from each of the Teacher Standards for each trainee level from Grade 4-1

# Examples of Objectives

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| **Teacher Standard** | **Objective title** | **Performance Criteria** | **Actions** | **Organisation Commitments** |
| TS1  Set high expectations which inspire, motivate, and challenge  pupils | Set goals that stretch and challenge pupils | Demonstrate progress made by pupils through their work and/or formative assessment | For every taught activity, identify goals to stretch the more able on your planning and share the learning objectives and success criteria with them.  Ask pupils to set themselves a mini goal for the week/topic and then judge whether they have achieved it. Encourage pupils to reflect on the progress they have made and their emerging needs. | Support from mentor |
| TS5  Adapt Teaching to Respond to the Strengths and  Needs of all Pupils | Using pupil choice to respond to different strengths and needs of pupils | Demonstrate progress made by different groups or individuals in response to differentiation | Provide children with a range of resources to choose from to support their learning. Pitch activities at different levels and provide the children with opportunities to choose their own activity and level at which they learn. Provide some flexibility in how pupils present their learning | Class teacher and SENCo to help trainee access relevant data on the class. |
| TS6  Make accurate and productive use of assessment | Use formative and summative assessment  more effectively | Be able to show how written feedback has encouraged pupils to respond and improve their work | Review a sample of pupils’ books from XXX’s class – identify good practice in terms of written feedback – what strategies does he use to encourage pupils to respond and improve their work? What impact did this have on pupils’ progress?  Try to model this good practice when marking class books – how did the pupils respond? What impact did it have on their progress? | Facilitate observation of the written work from a range of classes |
| TS6  Make accurate and productive use of assessment | Use formative assessment more effectively | Extend range of assessment strategies which encourage children to evaluate and improve their work and hence make demonstrable progress | Observe XXX teaching and answer the following questions– what does she ask pupils to do to evaluate their work? How do the pupils respond? Do the pupils know now how to improve their work? Did this strategy help to improve pupil | Create opportunities to observe a range of  teachers |

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|  |  |  |  | progress? How could I adapt this strategy for my class?  Include this ‘new’ assessment strategy in your next lesson |  |
| TS8  Fulfil wider  professional responsibilities | Deploy support  effectively | staff | Brief support staff effectively and monitor how they facilitate pupil learning and have a positive impact on pupil learning. | Observe and note the range of activities support staff carry out during lesson time.    Discuss your observations with your teacher and how they communicate their requirements to support staff to ensure they carry out their role effectively.    Find time to talk about the role with your support staff and make notes about what they need to know for reference at a later date | Support from mentor to facilitate working with support staff |

# Objective setting to support trainee progress

These tables give suggestions to guide mentors and trainees in setting Objectives. Whilst Objectives will need to be contextualised for each trainee, this table sets out the sorts of targets mentors might be setting for trainees at different points in their progress.

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| **TS1 - Set high expectations which inspire, motivate, and challenge pupils** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 1a) Establish a safe and stimulating environment for pupils rooted in mutual respect | Observe your pupils more closely to find out what they know and their interests    Establish clear working relationships, class rules, behaviour systems, and management strategies that you can consistently implement.    Establish a firm but fair working relationship by setting clear rules and expectation and consistently applying these and modelling through your own behaviour    Demonstrate consistently a positive attitude to behaviour and learning expected of pupils. | To increase your expectations of pupil behaviour.  To ensure that you  consistently implement a range of behaviour strategies Such as-rewards/sanctions clear learning objectives group targets and feedback    To increase your expectation of learners' work to ensure all learners make progress.    To ensure consistent use of clear group targets but also individual targets in Core Subjects | To ensure that your expectations of behaviour are consistently high, you should communicate instructions clearly and model examples    Use circle time to address behaviour issues  Use frequent positive reinforcement of acceptable behaviour  Praise good behaviour.  Avoid negativity. | To further promote very high expectations of behaviour by enthusing learners to take responsibility for their own actions e.g. use role play modelling good behaviour taking roles of responsibility |
| 1b) Set goals that Stretch and  challenge pupils of all backgrounds, abilities and dispositions | Begin to set goals that…    You need to plan in greater detail in order to enable pupils to progress by.... | When setting goals differentiate more by... | Increase the use of  differentiated goals…    Reconsider the goals you set  for particular groups    . | Continue to set goals in all subjects and refine them by… |
| 1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | To act as a role model for pupils through the way you speak to other adults e.g. through avoiding inappropriate language | To act as a good role model for all pupils through your professionalism and setting high standards | To act as an excellent role model for all pupils and to show other adults a high level of professionalism | Consistently show a high level of professionalism when dealing with all pupils, staff, parents and members of the public |

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| **TS2 - Set high expectations which inspire, motivate, and challenge pupils** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 2a) Be accountable for pupils' attainments progress and  outcomes | Know and understand how to apply school policies relating to......  Assessment/subject knowledge/SEN/EAL/Behaviour management  Develop a knowledge of appropriate level of expectation in.  Be able to identify the progression in learning that. ….have made in..... | Develop further... more individual detail. information about pupils' progress in learning    Continue to develop knowledge about the individual attainment and progress of...    Develop a clear System of communication about pupil attainment that is easily understood by... | Reflect through lesson evaluations upon your teaching and Systematically review teaching areas to identify targets for improvement.    Demonstrate through your understanding of school policy how to support and manage other adults working alongside you.    Improve your record keeping to show.. | Develop efficient but effective records to show pupil progress and attainment across all subject    Plan and integrate Cooperatively the work of others into your classroom  management and organisation    Be able to demonstrate an indepth knowledge of a pupil’s learning and progress |
| 2b) Plan teaching to build on pupils' capabilities and prior  knowledge | Use lesson plan proformas consistently to develop clear lesson structures.  Use assessment data collected in a lesson to inform your planning by...  Ensure planning is accurate and takes account of all pupil groups. | Consistently use the record keeping System to inform planning and pupil progress.    Ensure assessment for learning (AfL) is an integral part of your lessons on a daily basis | Develop more focused assessment and show how this has informed your  planning    Use focused assessment to set different expectations for groups.  In planning and lesson delivery, show how different  groups are clearly catered for | Start to develop in practice the concept of personalised learning y focusing on .. |
| 2c) Guide pupils to reflect on the progress they have made and their emerging needs | In planning write clear learning objectives and success criteria to show progress    Develop a range of strategies (oral/written feedback) to show pupils where they are making progress | Further develop your subject knowledge for..    Consistently show how you are giving feedback to pupils    Frequently ask pupils to explain their understanding of.. | Through clear evidence be able to speak with authority about your pupils’ attainment and focus. Start to give focused marking developmental feedback    Ensure pupils understand the next steps to learning in .. | Start to think through a clear system for giving feedback to pupils that enables them to .. |
| 2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on learning | Try and use a variety of strategies such as..  Start to use other sources of information to gain a better understanding of your pupils and the way they learn | Overcome pupils’ barriers to learning by.. | Systematically check pupils’ learning..    Develop a good understanding of how pupils learn and select teaching strategies | Be able to orally assess the needs of pupils, articulate this and |
| 2e) Encourage pupils to take a responsible and conscientious attitude to their work and study | Set clear expectations from pupils about expected Standards for..  Model your expectations when introducing an activity/task.  More consistently engage with pupils about their learning.....  Ensure that pupils are rewarded for effort as well as attainment.... | Develop higher expectations for all learners by...    Extend higher achievers by  introducing more challenge in...    Consistently reward effort | Continue to encourage pupils to work hard by...\  By use of questions/ activities/plenaries etc., challenge pupils to…    Use pupil responses as model for their peers. | Introduce pupils to more independent study |

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| **TS3 – Demonstrate good subject and curriculum knowledge** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 3a) have a secure knowledge of the relevant subject(s) and Curriculum areas, foster and maintain pupil's interests in the subject, and address  misunderstandings | Develop a better subject knowledge in.......... by focusing on ...  Develop a knowledge of teaching sources that are available to improve your subject knowledge via your own research  To improve your teaching, you should look at how you can turn pupils' misconceptions into  successful teaching | You need to become more Secure in your subject knowledge by. and Convey this to the pupils clearly to improve  standards    Your subject knowledge is patchy and needs to be secure if you are going to be able to apply it effectively in the context of what pupils need. | You need to widen your knowledge base so that you can demonstrate effectively cross-curricular links between subjects at a higher |evel and focus on...    You need to demonstrate a high level of understanding and application of the use of cross curricular themes by......    Know clearly what strategies you might use with pupil x. | You need to develop an awareness of the generic key skills that link to subject related  skills and be able to apply these |
| 3b) demonstrate a Critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | You have a surface knowledge of... but also need to be familiar with........ and how to apply it.    In your planning you need to make reference to curriculum standards by.  You have Some understanding of the curriculum but need to...  Start by concentrating on the requirements for literacy/articulacy/Standard English and be able to put these into practice | Consistently apply your  knowledge    Consistently use strategies for..    Try and promote a love of learning by… | Begin to show an awareness of …    Introduce pupils to metacognitive activities by.. | Work towards an insightful knowledge of teacher feedback and how it can promote pupil learning    Carry out a book scrutiny and talk through impact on pupil learning |
| 3c) Demonstrate an understanding of and take responsibility for promoting high | Make better use of your English subject knowledge by… | Continue to demonstrate how high standards can be achieved by using… | Continue to demonstrate how high standards can be | Systematise strategies you use to promote standard English |
| standards of literacy, articulacy and the correct use of English, whatever the teacher’s specialist subject | Begin to use consistently standard English in your teaching by modelling.. |  | achieved in English by using… |  |
| 3d) If teaching early reading, demonstrate a clear understanding of systematic  synthetic phonics | Develop the knowledge and understanding needed to teach phonics by…    Devise more appropriate strategies to develop pupil learning by.. | Continue to develop phonics teaching skills by..    Demonstrate a variety of  strategies to teach phonics | Create challenging learning opportunities for pupils by.. | Consider the role of phonics alongside High Word Frequency as an effective teaching strategy and start to develop practice using both approaches |
| 3e) If teaching early mathematics, demonstrate a clear understanding of  appropriate teaching strategies | Devise appropriate maths activities to develop pupil learning by | Demonstrate a variety of  strategies in    Great challenge for pupils by | Be able to use different strategies in developing this maths concept and  demonstrate through… | Challenge pupils by…    And through other mathematical learning opportunities |

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| **TS4 – Plan and teach wellstructured lessons** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 4a) impart knowledge and develop understanding through effective use of lesson time | To plan more effectively by  Using a lesson plan pro forma  Ensuring objectives and success criteria and assessment are clearly stated  Making a direct link between planned activities and resources used.  Plan to develop different teaching approaches to meet individual pupils needs    Challenge pupils more by setting challenging tasks differentiated learning objectives asking sharper questions involving children in problem-solving | Although your planning is satisfactory it needs to be more consistent and contain more specific detail in    So that the match of activities and resources to intended  outcomes is fully worked out    In planning opportunity must be more consistently taken to  consider cross curricular links    In personalising your planning try to meet the needs of all your pupils by clear reflection on previous learning, accurate expectations for the lesson and appropriate support resources    Plan to include more  opportunities for all learners to develop their skills by linking to other subject areas | Review planning more rigorously by being more specific on the review of planning evaluation and being  more self-critical    Thanks sure you’re planning is consistently high standard by ensuring    Objectives and success criteria are always clearly  defined    Learning resources and learning activities are matched carefully    Assessment opportunities purposeful    In planning, ensure that you planking system they cross  curricular links    Allow pupils to select the resources they need to achieve the task | Your planning is consistently of a high standard with objectives activities, resources and outcomes all matched well to the needs of the varying groups taught.    Develop your planning further by  Identifying AfL questions for plenaries  Extending the opportunities for pupils to develop ICT skills within lessons through careful planning  Refining your planning to encompass the following skills for pupil development  Thinking, Communication, selfmanagement, problem-solving |
| 4b) promote a love of learning and children’s intellectual curiosity | Starting use a variety of teaching strategies to take into account the different way that pupils learn  In planning lessons try and include a Wow factor at the beginning of the lesson  During the course of the lesson think about introducing mini plenaries | Make your lesson objectives more challenging by Engaging pupils in their learning through the use of interactive displays common discussion, problem-solving,  Active learning strategies    Involve the pupils more in learning by refining your | Give the pupils more opportunity to apply that knowledge by encouraging various ways to report back to the class.  All the foundations of lesson planning and delivery are in place so to now start to take more risks in your letter in your teaching to make learning more interesting | To involve pupils more in their learning involving different work situations for example pairs, mixed ability  Encourage greater popular participation by increasing their involvement in establishing the success criteria for a lesson.    A regular basis set challenging targets. |
|  | Listen carefully to what the pupils are saying and use this as a starting point to develop their interest | teaching to cater for the needs of groups or individuals To make the lessons more interesting try something unusual in the lesson evaluated in terms of effect on pupil motivation engagement and learning. |  |  |
| 4c) set homework and plan other out of class activities to consolidate and extend the understanding pupils have acquired | Set homework on a regular basis and monitor its completion.    Ensure that the homework that is set is linked to current learning | Ensure homework is set in line with school policy consistently.    And Ensure homework is linked to consolidating current learning.    Look at how you might use out-of-school learning to help you in your teaching by…. | Consistently use homework is an opportunity to  consolidate, reinforce, extend  existing knowledge    On a regular basis, plan out of class activities which are challenging. | Make innovative use of ICT to extend learning beyond the classroom |
| 4d) Reflect systematically on the effectiveness of lessons and approaches to teaching | Following lessons make sure you evaluate your teaching and people learning and link this to lesson planning. | Consider your current practice and begin to consistently review the impact of your teaching on pupils’ progress.    Be more open to changing your planning and teaching in the light of the progress is being made by pupils.    Recognise how you’re teaching has influenced the learning of pupils. | Modify teaching within lessons to suit the needs of the learners.    Change lesson structures so you move away from the three-part lesson.    Consider outdoor teaching wherever possible. | To ask for regular feedback from the pupils about your marking comments and review how effective they are in helping pupils improve the learning.    Ensure the efforts of other adults in the room or also impacting on the progress of all. |
| 4e) Contribute to the design and provision of engaging curriculum within the relevant subject areas. | Respond positively to targets and suggestions given by others.    Closely at your planning | Continue to contribute  positively to group or whole school planning    Improve your curriculum  delivery guy | Contribute to planning sessions by…    Begin to accept some  curricular responsibility for… | Take more risks by introducing  … |

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| **TS5 – Adapt teaching to respond to the strengths and needs of all pupils** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 5a) Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively | Introduce into lessons planning and delivery… so time is used effectively  Introduce other strategies to differentiate by | You’re beginning to differentiate but now you need  to do more consistently by…    Continue to try different teaching strategies such as… | Be consistent in meeting the  individual needs of… by…    Continue to develop and refine differentiation strategies by… | Demonstrate on a regular basis the ability to meet the diverse needs of your pupils successfully |
| 5b) Have a secure understanding of how a range of factors can inhibit the pupils ability to learn and how best to overcome these | Start was the question why? about to pupil’s inability to learn Think and talk to others about ways you can overcome barriers to learning  Talk to others about why… is struggling with learning | Trying to adapt to your  teaching for… group by…    For pupils with learning difficulties make use of individual targets or learning plans.    Show a greater degree of  empathy by | Unable to consistently apply  your teaching skills in differentiating between pupils  by…    Be able to list and apply… teaching strategies suitable to different groups of learners | Be able to demonstrate how you are tackling some of the  barriers to learning by…    Be able to discuss the challenges and opportunities of teaching and how these can be accommodated in the daily life of the classroom |
| 5c) 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 | Start to look at the class as groups and then to plan to meet their needs by…    Think about the social and physical needs of the class by… | Consider further the needs of pupils by..    Build on your current understanding of pupil needs by.. | Vary your lesson structure and type to cater for pupil development by..    Be able to demonstrate to other adults the differing needs of groups | Be able to show the development of your pupils by illustrating the stage of their physical, social, intellectual and or cultural development |
| 5d) Have a clear understanding of the needs of all pupils, including those with special educational needs and or disability, those of high ability and those with EAL and be able to use and evaluate distinctive teaching approaches to engage and support them | Think about how you can meet all the needs of your class by..    Look at the requirements of pupils’ IEP/IEP and explore how these can be integrated into learning | Become more aware of..    Consistently cater for…    When teaching … group, try new strategies such as…. | As well as identifying the needs of all learners, demonstrate how this reflects  in your teaching    Be able to show how… has  progressed over time    Be able to demonstrate with confidence your ability to.. | Show how you are meeting the  learning needs of…    Demonstrate your ability to adapt your teaching by… |

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| **TS6 – Make accurate and productive use of assessment** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 6a) Know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements | Be able to demonstrate class recording and assessment procedures for core subjects    Gain knowledge of local and national data that has been used in the evaluation of pupil’s learning | Be able to demonstrate class recording and assessment procedures for core subjects | Be able to articulate the function of AfL | Be able to demonstrate consistently a full range of AfL elements in planning and teaching    Gain a working knowledge of  KS1 and KS2 |
| 6b) Make use of formative and summative assessments to secure pupil progress | To become aware of all types of assessment strategies    Be able to demonstrate use of AfL,  Learning Outcomes and Success  Criteria | Although assessment is satisfactory to improve you need to:  Use LU, Success Criteria and feedback consistently in all lessons  Make more Consistent use of formative assessment strategies.  Record pupil progress formally by using a record keeping system that reflects the LOs and is informative, clear and concise  Start using these records as part of the tracking System to ensure that pupils make progress against learning  outcomes    To improve in assessing the learning needs of pupils you need to  Show you are modifying your  planning | In order to improve further you need to demonstrate that: You use AfL flexibly through the use of Success Criteria, a variety of questioning techniques and are selective in your use of assessment and recording strategies You give the pupils an Overview of what is being learnt across the Whole Unit of Work  You model the learning task/activity consistently to raise pupil awareness of expectations    Write more precise and assessable learning objectives, and identify assessment strategies targeting individuals and  groups | Start to use assessment and recording information to set challenging earning objectives as well as consistently  monitoring pupil progress    Further develop the use of AfL by developing peer and selfassessment planning rigorously different types of questions to be used in plenaries. e.g. multiple choice  questions that provoke  discussion |
| 6c) Use relevant data to monitor progress, set targets and plan subsequent lessons | Be able to keep accurate records of pupil learning | Be able to make use of statistical data (e.g. tracking) in helping to differentiate  teaching in order to raise achievement | Show high quality recording systems through your assessment and monitoring file | Show consistent use of a high quality recording system that illustrates the links between planning, assessments, target |

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|  | Begin to consistently keep records of assessment    Be able to show the links between assessment and subsequent planning    Be clear about the learning outcomes for lessons    Make target setting realistic by..    Gain knowledge of local and national data that has been used in the evaluation of pupils’ learning    See how data is used to manage  pupil learning | Collect and collate simple statistical information so that planning is mainly referenced to whole  School/class/individual targets    Targets that you set need to be consistently realistic and  achievable for…    Consistently monitor targets especially with reference to  .  Use targets to differentiate work by... | Make adjustments to planning for groups and individuals    Set realistic and achievable targets that all contribute to raising achievement    Consistently make sure that the pupils know their own targets by… | setting recording and reporting systems    Show high quality recording systems through assessment record keeping, make adjustments to planning for groups and individuals, setting realistic and achievable targets that contribute to raising achievement.    Change teaching as a result of  AfL assessment during a les son |
| 6d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback | Consistently give feedback to pupils about their learning Whilst lessons are taking place.    Give written feedback that helps the learner to understand how they have performed and how they can improve further.    Take a more consistent approach  Written feedback    Make target setting realistic bγ… | Give constructive feedback to pupils that helps them to  progress their learning    Establish regular monitoring and reporting systems so that learners know their next targets or steps in learning because of  the quality of feedback given | You now need to show that the constructive comments you give to pupils are consistently applied and relevant to their  Current learning needs    To improve you need to involve learners in identifying their own learning needs through discussion/ involvement in selecting success criteria for lessons/in discussing learning outcomes in plenary sessions/ in setting their own learning targets. | Use assessment to diagnose learners’ needs    Use assessment to set challenging but realistic targets for pupil achievement |
|  | Begin to consistently record the assessments of your lessons    Start to work on the previous teaching targets that were set by...    Develop written feedback that is constructive, positive, and involves pupil reflection    Provide positive Comments and give examples of how the work can be improved, if appropriate. |  |  |  |

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| **TS7 - Manage behaviour effectively to ensure a good and safe working environment** | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 7a) Have clear rules and routines for behaviour in the  classroom and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school behaviour policy | You need to establish clear guidelines with the pupils for them to follow. These guidelines need to be applied Consistently through.  Make your expectations clear to the pupils by....  Follow the school behaviour management policy and apply it consistently. | Be more specific in stating why pupil behaviour is good or not desirable.  Make sure your expectations are consistently adhered to and in line with School policy.    Try out different control  Strategies with ..., e.g. pair with different pupils, set individual tasks, give precise  achievement targets | Adapt your behaviour management techniques Where necessary. Consider the ways that body language can Control pupil behaviour as well as the use of your Voice Plan and Contribute to lesson planning with others on a regular basis. | Having established good classroom discipline, explore strategies and techniques for making pupils more independent learners by:  reviewing your teaching  methods  giving pupils increased responsibility for their earning through problem solving  challenges and investigations  raising the level of expectation through focused feedback to pupils who are meeting your  expectations |
| 7b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly with a range of strategies, using praise, sanctions and rewards consistently and fairly | Consistently set clear expectations of behaviour by.  Ensuring that the class rules are adhered to by......  Consider how you are using praise  Think about how you wish the pupils to respond to your teaching in the way they engage with activities    Develop a clear plan on which to base your lessons. | You have established some basic strategies for teaching  and behaviour management    Make sure that you are consistent in the way you use them | How can you adapt your strategies for individual  learners | Develop extension activities to challenge different groups of learners |
| 7c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Think about more than one behaviour management strategy and how you might implement these in the classroom e.g. by chunking lessons | You now need to focus on different groups and begin to plan for individual learners  by… | You need to be able to begin to demonstrate and talk about personalised learning strategies on a consistent basis across.. | You need to practise consistent ‘small step’ learning for lower  achievers    Provide appropriate challenge and deep learning activities for all pupils |
|  | Ensure boundaries are clear and that pupils understand your expectations | Plan to give pupils a greater range of learning opportunities by.. |  |  |
| 7d) Maintain good relationships with pupils exercising appropriate authority and act decisively when necessary | Learn to listen to..  Start to find out about pupils as people by…  Be clear in your own mind of the school rules and how to apply them fairly  Be more assertive when…    Think of ways to create a more positive learning environment and how you can… | Monitor the classroom carefully so that timely interventions can take place to…    You have established a pattern of discipline: now apply it  consistently    Think of ways you can engage pupils in their wider learning by…    Think of how you can create a fair learning environment by.. | Can you make the relationships you have established in the class stronger by…    Ensure the systems you use for interventions are…    Think about the learning environment to..    Minimise the impact of bad behaviour that occasionally happens by..    Vary the tone and language you use to cater consistently for all learners | Be able to articulate the link between a pupil’s behaviour and their engagement in the lesson    Continue to develop the use of the voice by…    Experiment using different teaching styles, for example… |

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| **TS8 – Fulfil wider professional responsibilities** | | | **Working towards (A)** | **Requires Improvement (B)** | **Good (C)** | **Outstanding (D)** |
| 8a) Make a positive contribution to the wider life of the school | | | Become more aware of the context in which the school works | Take part in an assembly, school trip, school fayre, school club etc. | Plan and lead an assembly or school trip or run a school club | Explore the different learning communities around the school and explore how they might be  of use to you    Contribute to a staff meeting or inset day |
| 8b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | |  | Get to know how other Colleagues might help you in your teaching and in preparing work for individual pupils  To begin to collaborate and cooperate with professionals in the school by: liaising with other teachers and subject coordinators talking to other staff in the school  Reading and responding to the school teaching and learning policy. | Engage the teaching assistant and others in the work of the classroom  On a regular basis, where appropriate, engage with the parents in the class.    Engage and collaborate with  the lunchtime staff    Where possible engage others in the Support of teaching and  learning. e.g. on School trips    To actively share/receive advice or give information to Colleagues. For example, -by joint planning with others -by attending meetings -by acting on advice given -by beginning to involve others in lesson delivery | Maximise the opportunities to collaborate with others    In dealing with others be consistently professional by... | To demonstrate working cooperatively with others by contributing to school planning development, taking a class assembly or running an extra curriculum activity |
| 8c) Deploy support staff effectively | |  | Identify how Teaching Assistants will support pupil learning on your lesson plan | Engage in professional discussion about lessons with… | Engage more regularly in professional discussions about lessons with.. | Experiment in how best to use… |
| 8d) Take responsibility for improving teaching through appropriate professional development, responding to | | | To take more responsibility for your teaching, planning., assessment to help structure your lessons | To be regularly proactive in using the expertise of colleagues to assist in developing your skills by | Evaluate your own competencies and seek active ways to develop yourself as a professional | To be able to set your own professional targets for continuing professional development |
| advice and feedback colleagues | from | | Sharing your planning more with your mentor    To respond positively to Objectives | discussing with e.g. SENCO or  subject coordinators    Involve others in lesson delivery to promote effective learning.. | To conduct a professional discussion with your mentor about your strengths and areas for development for the induction year    To be able to recognise the development you have made by mapping your growing expertise and recognise areas for further development    To regularly evaluate your planning and lesson delivery    To seek out opportunities for professional development by..    To being to plan your own professional development by  … |  |
| 8e) Communicate effectively with parents with regard to pupils’ achievements and wellbeing | | | Get to know how other colleagues might help in your teaching or preparing work for individual pupils | Make use of reading diaries to communicate with..    Start to interact with parents when the opportunity arises    Develop an understanding of parents’/carers’ rights with regards to communication | Keep records of quality that can be used as evidence in  reporting to parents    Interact with parents on a daily basis | Develop innovative ways to work with parents to promote pupil learning |