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**Appendix**

**Sheffield Hallam University**

**Primary and Early Years Teacher Education Partnership**

**Summative Grading Criteria**

**Assessed School Based Training**

**BA, PGCE, PGCE School Direct and BATL courses**

***Revised September 2015***

**TS1. 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.*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Struggles** to create a safe environment for pupils; **little or no** evidence of rapport with pupils | 1. Creates a safe environment for pupils and develops a rapport with **a range of** individuals and groups | 1. Creates a safe and stimulating environment for pupils where there is respect between trainee and pupils | 1. Creates a safe and stimulating environment for pupils with **high levels** of mutual respect between the trainee and pupils |
| 1. **Low or no** expectations that pupils have the potential to make progress | 1. Sets high expectations with **a range of** individuals and groups, believing that all pupils have the potential to make progress | 1. Set appropriately high expectations, believing that **all pupils** have the potential to make progress | 1. Set appropriately high expectations, **inspiring and challenging** pupils to achieve **significant goals** |
| 1. **Struggles** to demonstrate professional behaviour, positive attitudes and values which are expected of pupils | 1. **Demonstrates** professional behaviour, positive attitudes and values which are expected of pupils | 1. **Consistently demonstrates** professional behaviour, positive attitudes and values which are expected of pupils | 1. **Consistently models** professional behaviour, **inspiring** positive attitudes and values **in** pupils |
| 1. **Fails** to generate enthusiasm; pupils show **little or no** participation or commitment to learning | 1. Generates enthusiasm, participation and commitment to learning **with some groups** | 1. Generates enthusiasm, participation and commitment to learning | 1. Generates **high** levels of enthusiasm, participation, resilience and commitment to learning |

**TS2. Promote good progress and outcomes by pupils**

*- be accountable for attainment, progress and outcomes of the pupils*

*- plan teaching to build on pupils’ capabilities and prior knowledge*

*- 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.*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Few** **pupils** make expected progress | 1. **Some pupils** make expected progress | 1. **Most pupils** make **at least expected** progress | 1. **Most pupils** make **at least good** progress |
| 1. Gives **few or no** examples of how they have secured attainment, progress and outcomes for all pupils | 1. Gives **some examples** of how they have secured attainment, progress and outcomes for all pupils | 1. Gives examples of how they have secured attainment, progress and outcomes for all pupils | 1. Gives **varied examples** of how they have secured attainment, progress and outcomes for all pupils |
| 1. Demonstrates l**ittle or no understanding** of the need to develop learning over time | 1. Demonstrates **some understanding** of the need to develop learning over time | 1. Demonstrates a **secure understanding** of the need to develop learning over time | 1. **Consistently** demonstrates a **secure understanding** of the need to develop learning over time |
| 1. Shows **little or no** flexibility and adaptability in changing their approach and teaching method within a lesson in response to what pupils say and do | 1. Shows **some** flexibility and adaptability in changing their approach and teaching method within a lesson in response to what pupils say and do | 1. **Usually** shows flexibility and adaptability in changing their approach and teaching method within a lesson in response to what pupils say and do | 1. **Frequently** shows flexibility and adaptability in changing **their pace, approach and teaching method** within a lesson in response to what pupils say and do |
| 1. Shows **little or no** encouragement for learners to share responsibility for their own work | 1. Shows **some** encouragement for learners to share responsibility for their own work. | 1. Encourages learners to share responsibility for their own learning | 1. Encourages learners to take increasing responsibility for their own learning and **aspire to greater achievements** |

***TS3. 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 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*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Insecure** subject knowledge or fails to develop pupils' understanding | 1. Uses **secure** subject knowledge that engages pupils and develops their understanding and skills | 1. Uses **secure** subject knowledge that engages pupils and **addresses** **common errors and key misconceptions** | 1. Uses **deep** subject knowledge that engages pupils and **anticipates** **common errors and misconceptions** |
| 1. **Little or no** understandingof how to teach key elements of the curriculum, l**ittle or no** knowledge of how to address their own weaknesses | 1. Understands how to teach **key elements of the curriculum**, knows what the changes and developments in the curriculum are and addresses their own weaknesses | 1. Understands how to teach **the curriculum**, knows what the changes and developments in the curriculum are and addresses their own weaknesses | 1. Understands how to teach the curriculum, **tries innovative approaches**, knows what the changes and developments in the curriculum are and **takes the initiative** to address their own weaknesses |
| 1. **Does not use** correct written and/or spoken standard English | 1. **Uses** correct written and spoken standard English | 1. **Models** correct written and spoken standard English | 1. **Models high** standards of written and spoken standard English in all professional activities |
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**TS4. 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).*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Ineffective** use of lesson time | 1. Uses lesson time effectively to develop **some** pupils' understanding and **understands the need to maintain** pace and challenge in lessons | 1. Uses lesson time effectively to develop **most** pupils' understanding and **maintains** pace and challenge throughout most lessons | 1. Uses lesson time effectively to develop **all** pupils' understanding and **maintains appropriate** pace and challenge throughout most lessons |
| 1. **Little or no** effective structure in the planning of individual and/or sequences of lessons | 1. Plans individual and sequences of lessons that **are structured t**o support pupils in developing their knowledge, skills, understanding, interest and attitudes | 1. Plans individual and sequences of lessons that **are appropriately structured** to support **most** pupils in developing their knowledge, skills, understanding, interest and positive attitudes | 1. Plans individual and sequences of lessons that a**re appropriately structured** to support **all** pupils in developing their knowledge, skills, understanding, interest and positive attitudes |
| 1. **Little or no** use of homework and/or out of class activities | 1. Incorporates homework and/or out of class activities into lesson plans | 1. Incorporates **appropriate** homework and/or out of class activities into lesson plans **to consolidate and extend learning** | 1. Incorporates **stimulating** homework and/or out of class activities into lesson plans **to consolidate and extend learning** |
| 1. **Little or no** evaluation of practice and its impact on pupils and/or takes little or no actions for development | 1. **Evaluates** practice and its impact on pupils and takes appropriate action for development | 1. **Systematically evaluates** practice and its impact on pupils' learning and takes appropriate action for development **including future planning** | 1. **Reflects critically and rigorously** on practice and its impact on pupils' learning and takes appropriate action for development including future planning |
| 1. **Little or no** contribution to the development of the learning resources in their placement setting | 1. **Plan and teaches** of a sequence of lessons that contributes learning resources in their placement setting | 1. **Contributes** to the development of the school's medium term plans, schemes of work, curriculum where appropriate | 1. **Works** **collaboratively** with more experienced colleagues where appropriate to **adapt and or develop** the school's medium term plans, schemes of work or curriculum |

**TS5. 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*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |

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| 1. **Unable** to adapt teaching to enable the progress of individuals and groups | 1. Knows when and how to differentiate; beginning to adapt teaching to enable the progress of **individuals and groups** | 1. Knows when and how to differentiate; adapting their teaching to enable the progress of **some individuals and groups** | 1. Knows when and how to differentiate; **consistently** adapting their teaching to enable the progress of **most individuals and groups** |
| 1. **Little or no** awareness of potential barriers to achievement | 1. Aware of a range of factors that are potential barriers to achievement and understands how experienced teachers use **a range of strategies** to reduce barriers | 1. Applies **a range of effective** strategies to reduce barriers and responds to the strengths and needs of their pupils | 1. **Clearly recognises how to deal with** potential barriers to learning through their application of **well-targeted interventions** and the appropriate deployment of available support staff |
| 1. **Little or no** awareness of how children and young people develop | 1. Shows awareness of how children and young people develop and **begins** **to take account** of this in their teaching | 1. Shows awareness of how children and young people develop and **takes account** of this in their teaching | 1. **Applies their knowledge** of how children and young people develop to **adapt effective** teaching strategies that **impact** on pupils’ **engagement and learning** |
| 1. **Little or no** understanding of the needs of all pupils | d) **Some** understanding of the range of  needs. Is beginning to be able  to recognise teaching approaches and strategies to engage and support pupils with particular needs, including EAL +SEND. | **d) Understands** the range of need and **uses** some **different** teaching approaches and strategies to engage and support pupils with particular needs, including EAL +SEND | d)Has a **secure understanding** of the range of need and **matches effective teaching approaches to some individuals** to engage and support pupils with particular needs, including EAL +SEND |

**TS6. 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.*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Little or no** assessment of pupils’ attainment against national benchmarks | 1. Assesses pupils’ attainment accurately against national benchmarks **with support** | 1. Assesses pupils’ attainment accurately against national benchmarks | 1. **Confidently and accurately** assesses pupils’ attainment against national benchmarks |
| 1. **Little or no** use of formative and summative assessment strategies to secure pupils’ progress | 1. Makes use of **some** formative and summative assessment strategies to **monitor** pupils’ progress | 1. Makes use of **a range of** formative and summative assessment strategies to **secure** pupils’ progress and to **inform planning** | 1. **Systematically** makes use of **a range of** formative and summative assessment strategies to **secure** pupils’ progress and to **inform planning** |
| 1. **Few or no** checks of pupils' understanding during lessons | 1. **Checks** pupils' understanding during lessons | 1. **Checks** pupils' understanding during lessons, **intervening** to improve the quality of learning | 1. **Systematically** check pupils' understanding throughout lessons, **anticipating** where **intervention** may be needed and do so with **notable impact** on the quality of learning |
| 1. **Little or no** record of progress or use of data to set targets | 1. Maintains records and uses a range of data to set targets which **challenge** **some pupils** | 1. Maintains **accurate** records and uses a range of data to monitor progress and to set targets which **challenge** **pupils** | 1. Maintains accurate records and uses a range of data to **inform planning**, monitor progress and to set targets which **challenge and support pupils** |
| 1. **Little or no** evidence of marking pupils’ work and/or feedback | 1. **Regularly marks** pupils’ work and provides feedback to pupils to help them to make progress | 1. Gives pupils **regular feedback**, both orally and through **accurate marking**, and **encourages** pupils to respond to the feedback | 1. Gives pupils regular, **positive and constructive feedback**, both orally and through accurate marking, and **provides** **opportunities for pupils to respond to the feedback** |

**TS7. 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 both 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, exercise appropriate authority, and act decisively when necessary.*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Little or no** rules and routines for behaviour in accordance with the school’s policy | 1. Has **some** rules and routines for behaviour in accordance with the school’s policy | 1. Has **clear** rules and routines for behaviour in accordance with the school’s policy | 1. **Effectively promotes** clear rules and routines for behaviour in accordance with the school’s policy |
| 1. **Inadequate** expectations of behaviour for learning with **inconsistent or inappropriate** use of sanctions or rewards | 1. Has **high** expectations for behaviour for learning and **some** implementation, or some use of sanctions and rewards | 1. **Sets and implements** high expectations for behaviour for learning with appropriate use of praise, sanctions and rewards | 1. **Consistently sets and implements** high expectations for behaviour for learning with appropriate use of praise, sanctions and rewards |
| 1. **Fails to apply** strategies to manage behaviour to create positive atmosphere for learning | 1. Has **begun to apply strategies to manage classes** that engage and motivate pupils | 1. **Manages classes effectively** so that learners demonstrate **positive attitudes** towards the teacher, their learning and each other allowing lessons to flow smoothly so that **disruption is unusual** | 1. Manages **pupil behaviour with ease** so that learners display **very high levels** of **engagement, courtesy, collaboration and co-operation** |
| 1. **Little or no** success in establishing good relationships with pupils, lack of authority and decisive action | 1. **Maintains** good relationships with **some** pupils, can exercise authority and act decisively | 1. Maintains good relationships with pupils, exercises appropriate authority and **acts decisively when necessary** | 1. Maintains good relationships with pupils based on **mutual respect**, exercises **appropriate authority and acts decisively when necessary** |

**TS8. 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.*

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| 1. **Little or no** contribution to the wider life of the school | 1. Understands and supports the ethos of the school and shows an inclination to contribute to the wider life of the school | 1. Makes **a positive contribution** to the wider life and ethos of the school | 1. **Seeks opportunities** to contribute to the wider life and ethos of the school |
| 1. **Little or no** evidence of attempts to build professional relationships with colleagues and/or ability to work collaboratively | 1. **Can build** professional relationships with various colleagues and is **able** to work collaboratively | 1. **Effective** in building **good** professional relationships with colleagues and **can** **work** well collaboratively **when required** | 1. **Builds strong** professional relationships and **works** collaboratively with colleagues **regularly** |
| 1. **Little or no** evidence of communication with support staff and/or evidence of advice | 1. **Communicates** with any support staff deployed in their lessons and is able to seek advice from professionals for pupils with individual needs | 1. **Takes responsibility** for deploying support staff in lessons and seeking advice from **relevant** professionals for pupils with individual needs | 1. **Consistently** **deploys** support staff in their lessons to enhance pupils' learning, implementing advice from **relevant** professionals for pupils' individual needs |
| 1. **Little or no** evidence of engagement with profession development or the use of feedback to improve teaching | 1. **Engages** with professional development and **responds to advice** from more experienced colleagues to improve their teaching | 1. **Takes responsibility** for their own professional development and **values the feedback** from more experienced colleagues, using it to develop their own teaching further | 1. Deliberately **seeks out opportunities** to develop their own professional development and **responds positively** to all the feedback they receive |
| 1. **Little or no** evidence of understanding the importance of communicating with parents and carers | 1. **Recognises the importance** of communicating with parents and carers about pupils’ achievements and well-being, **understanding the need** to communicate at other points | 1. **Communicates** **effectively**, both **verbally and in writing**, with parents and carers about pupils’ achievements and well-being | 1. **Communicates** **very effectively**, both **verbally and in writing**, with parents and carers in relation to pupils’ achievements and well-being, **including in response to individuals’ emergent needs** |

**PART TWO; PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.**

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 pupils’ 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 for 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.

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| **All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that;**  They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity.  They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality  They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory *School Teachers’ Pay and Conditions* document. |

**Sheffield Hallam University**

**Summative grading for the teaching of English and Mathematics**

*These grades are in addition to the grading against the Teachers’ Standards and will tracking of progress and appropriate support to develop of confidence and competence in the teaching of English and mathematics.*

**English/ Communication, Language and Literacy.**

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
| **Secure** subject knowledge or fails to develop pupils' understanding in English  **Little or no** understandingof how to teach key elements of the English curriculum. L**ittle or no** knowledge of how to address their own weaknesses  **Does not use** and model correct written and/or spoken standard English | Uses **secure** subject knowledge that engages pupils and develops their understanding and skills in English.  Understands how to teach **key elements of the English curriculum**. Knows what the changes and developments in the curriculum are and addresses their own weaknesses  **Uses** correct written and spoken standard English | Uses **secure** subject knowledge that engages pupils and **addresses** **common errors and key misconceptions in English.**  Understands how to teach **the English curriculum**. Knows what the changes and developments in the curriculum are and addresses their own weaknesses  **Uses and models** correct written and spoken standard English | Uses **deep** subject knowledge that engages pupils and **anticipates** **common errors and misconceptions in English.**  Understands how to teach the English curriculum. T**ries innovative approaches and** knows what the changes and developments in the curriculum are.  T**akes the initiative** to address their own weaknesses  **Models high** standards of written and spoken standard English when teaching |
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**Systematic Synthetic Phonics (KS1/FS) / Spelling, Punctuation and Grammar (KS2)**

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade 1**  **Outstanding** |
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| **At FS/ KS1:**  For early reading, has **little or no** knowledge or understanding of systematic synthetic phonics  **OR**  **At KS2:**  For the teaching of spelling, punctuation and/or grammar **little or no** use of appropriate strategies.  When supporting struggling readers and writers, **little or no** use of age-appropriate strategies | **At FS/KS1**:  For early reading, has a **clear** knowledge and understanding of systematic synthetic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach  **OR**  **At KS2:**  For the teaching of spelling, punctuation and/or grammar **some use** of appropriate strategies demonstrating and understanding of teaching and assessing reading/writing in the context of the age phases they are training to teach..  When supporting struggling readers and writers, uses **some** age-appropriate strategies including systematic synthetic phonics | **At FS/ KS1:**  For early reading, has a **secure** knowledge and understanding of systematic synthetic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach  **OR**  **At KS2:**  For the teaching of spelling, punctuation and/or grammar demonstrates a **secure** knowledge and understanding of teaching and assessing reading/writing in the context of the age phases they are training to teach.  When supporting struggling readers and writers, uses **a range of** age-appropriate strategies including systematic synthetic phonics | **At FS/KS1:**  For early reading, has a **deep**  knowledge and understanding of  systematic synthetic phonics and its  role in teaching and assessing  reading and writing in the context of  the age phases they are training to  teach.  **OR**  **At KS2:**  For the teaching of spelling, punctuation and/or grammar demonstrates a  **deep** knowledge and understanding of teaching and assessing reading/writing in the context of the age phases they are training to teach.  When supporting struggling readers and writers, **demonstrates initiative** in using a range ofage-appropriate strategies including systematic synthetic phonics. |
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**Mathematics**

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| **Grade 4**  **Currently Inadequate** | **Grade 3**  **Requires Improvement to be Good** | **Grade 2**  **Good** | **Grade1**  **Outstanding** |
| **For early mathematics: at FS/KS1 or supporting KS2 pupils facing barriers to learning in mathematics;** | | | |
| Has **little or no** knowledge and understanding of the principles and practices of teaching early mathematics | Has a **clear** knowledge and understanding of the principles and practices of teaching early mathematics and employs appropriate teaching strategies and resources to support conceptual understanding across the age ranges they are training to teach.  Planned activities are well thought out and well organised meeting the needs of some learners.  There is **some evidence** of planned activities which promote opportunities for mathematical talk.  There are **some** opportunities for problem solving and sustained shared thinking.  **Some evidence** of mathematics seen across some of the provisions. | Has a **secure** knowledge and understanding of the principles and practices of teaching early mathematics and employs effective teaching strategies and resources to support individuals understanding across the age ranges they are training to teach.  Planned activities meet the needs of most learners.  There is **clear evidence** of planned activities which promote opportunities for mathematical talk.  Opportunities for problem solving and sustained shared thinking are **evident**.  **Clear evidence** of mathematics across some of the provisions. | Has a **deep** knowledge and  understanding of the principles and practices of teaching early mathematics. Employs effective teaching strategies and resources to support and challenge conceptual understanding for both individuals/groups across the age ranges they are training to teach.  Planned activities meet the needs of all learners.  There is evidence of planned activities which promote and stimulate mathematical talk through the creative use of resources.  Opportunities for problem solving and sustained shared thinking are **clearly evident** and promoted through a love of learning and stimulate children’s mathematical curiosity.  **Effective** use of the continuous provisions to support mathematical understanding. |

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| **OR at KS2;** | | | |
| **Insecure** subject knowledge or fails to develop pupils' understanding in Maths.  **Little or no** understanding of how to teach key elements of the Maths curriculum. **Little or no** knowledge of how to address their own weaknesses.  **Does not use** and model correct vocabulary. | **Uses secure** subject knowledge that engages pupils and develops their understanding and skills in mathematics.  Understands how to teach **key elements of the Maths curriculum.** Knows what the changes and developments in the curriculum are and addresses their own weaknesses with support.  **Uses** correct vocabulary to model key principles. | Uses **secure** subject knowledge that engages pupils and **addresses** **common errors and key misconceptions in Maths.**  Understands how to teach **the Maths curriculum**. Knows what the changes and developments in the curriculum are and addresses their own weaknesses.  **Models and uses** correct vocabulary to ensure good understanding in Maths. | Uses **deep** subject knowledge that engages pupils and **anticipates** **common errors and misconceptions in Maths.**  Understands how to teach the Maths curriculum. T**ries innovative approaches and** knows what the changes and developments in the curriculum are.  T**akes the initiative** to address their own weaknesses.  **Models high** standards using correct vocabulary ensuring good understanding and attitudes in mathematics when teaching. |