**Progress Review and Tracking Tool to Support Induction Tutors and NQTs**

**This can be used both to inform review and assessment meetings and to record progress. It is not statutory and can be adjusted to meet the school’s needs.**

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| **TEACHERS’ STANDARDS FOR NQT INDUCTION** | | | |
| **PART 1: TEACHING** | | | |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **1. Set high expectations which inspire, motivate and challenge pupils**  Scope of Standard:   * 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.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | What factors in the learning environment enable pupils to feel safe, confident and valued?  How do you ensure that your teaching practices are fully inclusive?  How do you use information from assessmentand monitoring in your planning and teaching?  How do you communicate, model and promote positive attitudes, values and behaviour which are expected of pupils through your teaching?  What in your practice is influenced by your understanding of key school policies? | Personal/Professional conduct in school    Contributions within meetings with staff  Planning  Lesson Observation  Student progress data  Classroom displays & environment  Consistently working within school policies  Health & Safety taken into account e.g. in risk assessment |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **2. Promote good progress and outcomes by pupils**  Scope of Standard:   * 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.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How do you monitor the progress of students in your class?  What do you do to establish pupils’ prior knowledge and capabilities in order to build upon this in your planning?  How do you give feedback in a positive, accurate and constructive way?  How do you promote the skills necessary for learners to be able to identify the progress they have made?  What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition?  How do you plan for learners to respond to your feedback?  How do you effectively use verbal feedback in your lessons?  What professional development opportunities have you undertaken to improve the effectiveness of your teaching?  How do you evaluate the impact of your teaching?  What aspects of your practice promote the social and emotional aspects of learning?  What strategies do you use to develop independent learning?  How do you plan and provide for learners to co-operate and collaborate? | Communications with colleagues  Communications with parents (written and oral  Feedback from parents  Feedback from colleagues  Contributions to meetings of working groups  Evidence of student progress  Planning to support progress for all  Book/work scrutiny |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **3. Demonstrate good subject and curriculum knowledge**  Scope of Standard:   * 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.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | What do you do to develop your subject/curriculum knowledge?  Can you talk about ways in which you have adapted your practice in response to developments in your subject / curriculum areas?  What approaches have you found successful in fostering and maintaining pupil interest in your subject?  How do you keep up to date with the latest developments in education?  How are cross-curricular approaches effectively reflected in your work?  How do you maximise opportunities for learners to develop and use literacy and numeracy skills? | Self review (of teaching and practice)  Contribution to objective setting  Range of professional development opportunities undertaken  Response to feedback from colleagues including lesson observations  Willingness to approach colleagues  Pupil response / engagement (e.g. observation, homework evidence)  Lesson planning - showing progression and effective learning sequences informed by secure subject knowledge  Knowledge of relevant frameworks |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **4. Plan and teach well structured lessons**  Scope of Standard:   * Impart knowledge and understanding through effective use of lesson time * Promote a love of learning and pupils’ 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).   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How do you demonstrate good planning?  How do you demonstrate a secure knowledge and understanding of the curriculum you teach?  How do you ensure that homework is relevant to, and marked to, learner’s needs or interests?  Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?  Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?  What contributions do you make to, for example, departmental, team, staff, planning or other meetings?  What do you do to extend your pupils’ learning outside the classroom? | Short/Medium/Long term plans  Lesson planning - showing progression and effective learning sequences informed by secure subject knowledge  Lesson evaluation  Work sampling  Lesson observation  Homework diaries  Parent/Carer feedback  Differentiated tasks (including homework)  Department minutes, contributions in staff meetings  Coaching/Mentoring feedback  CPD opportunities  Meeting minutes, email correspondence, presentations to staff |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **5. Adapt teaching to respond to the strengths and needs of all pupils**  Scope of Standard:   * 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 EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How do you support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners?  How do you make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment?  How can you show that you have taken account of specific needs of individual/groups of pupils within your planning and teaching to promote equality and inclusion?  How do you show awareness of the school’s SEND policy In your planning?  How do you demonstrate and show differentiation in your planning and practice?  What strategies have you found successful in supporting EAL pupils in your classroom? | Planning, including evidence of differentiation  Assessment records  Work sampling  Lesson observation  Involvement in CPD opportunities  Interaction with SENCo and EAL co-ordinator (as appropriate) and the expertise of other colleagues as relevant  TA deployment and feedback. |  |
| **TEACHERS’ STANDARDS** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **6. Make accurate and productive use of assessment**  Scope of Standard:   * 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   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How do you use information from assessment and monitoring in your planning and teaching?  How is the school assessment policy/practice evidenced in your planning and practice?  How does your planning and teaching show progression towards national levels and/or public examinations?  How do you assess achievement both within lessons and in pupils’/students’ work?  How do you use assessment as part of your teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching?  How do you work with relevant colleagues to access and use local and national data?  When, where and how do you use formative and summative assessment in your teaching?  How can you show that data informs your planning?  How do you give feedback in a positive, accurate and constructive way? | Planning  CPD/Staff development activities  Lesson observation  Work sampling  Whole school/department moderation  Assessment records |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **7. Manage behaviour effectively to ensure a good and safe learning environment**  Scope of Standard:   * 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.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How have you demonstrated the effective use of the school’s behaviour management policy?  What factors in the learning environment enable pupils to feel safe, confident and valued?  What strategies do you use to encourage appropriate behaviour?  How do you support learners to take responsibility for their own behaviour?  How effectively do you establish and build relationships with pupils and colleagues? | Lesson observations  Classroom displays  Seating plans  Behaviour records/logs  CPD linked to behaviour management  Holds positive values and attitudes – has high expectations  Able to use and adapt a range of behaviour management strategies  Clear and positive framework for discipline in line with school’s behaviour policy  Learners demonstrate self-control and cooperation |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **8. Fulfil wider professional responsibilities**  Scope of Standard:   * 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.   **STANDARD: DATE**   |  |  | | --- | --- | | Fully met |  | | On track |  | | Target |  | | How do colleagues e.g. teaching assistants/department staff, know what you want them to do in order for learners to achieve learning outcomes?  How can you demonstrate that you are able to collaborate and cooperate effectively with colleagues and other professionals?  How do you involve them in planning and the assessment and recording of pupil progress?  How do you use and organise resources, including support staff, to support personalisation?  How do you liaise with relevant colleagues to assist in supporting the range of learning and development needs?  How do you know that you fully utilise the skills and expertise of your support staff?  How can you demonstrate that contributions from colleagues impact on your teaching?  What do you think other team members value about your contributions?  How effectively do you establish and build on your relationships with parents and carers, engaging with them in a respectful and trusting manner?  Do you actively promote strategies by which the learner can be supported at home and in other out of school situations? | Planning  Assessment  Lesson observation including deployment of TA support  Professional development  Communication with colleagues  Communication with parents  Lesson evaluation and use of self-review tools |  |
| **PART 2: 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’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**  Scope of Standard:   * 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 | How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?  How can you demonstrate that you are aware of local and national legal requirements which guide the teaching profession, including the safeguarding and well-being of children and young people?  How can you demonstrate your awareness of legislation governing the teaching profession e.g. Children Act 2004; Safeguarding children in education (DfE2004) and linked Local Authority guidance?  What are the possible signs of neglect, physical, emotional and sexual abuse?  How would you pass on any concerns you had about an individual?  How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality  How do you liaise effectively with key people in your workplace?  Do you know who the appropriate colleagues are who provide/can access specialist support? | Professional development  Updated pupil records  Response to possible incidents (safeguarding and child protection)  Communications with colleagues  Contributions to meetings  Lesson observation  Learner feedback  Child Protection training  Safeguarding training  Record of having read school policies and other key documents |  |
| **TEACHERS’ STANDARD** | **POINTS TO CONSIDER** | **POSSIBLE EVIDENCE** | **NOTES/EXAMPLES** |
| 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 that set out their professional duties and responsibilities. | Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE  How do you demonstrate a clear understanding of the school’s ethos, policies and practices?  Does your attendance and punctuality meet the expectations of the school?  How can you demonstrate your practice and awareness of the statutory frameworks? | Professional development contributions to meetings.  Communication with colleagues  Attendance records  Induction tutor meeting minutes  Homework diaries  Parent/carer/learner feedback  Parent/carer/learner feedback  Professional development  Contribution to meetings  Communications with colleagues  Induction tutor meeting minutes. |  |