

## Final Placement Assessment Guidance

### Exemplification of Achievements in the Teachers' Standards

The following table outlines the exemplification statements that should be used to support assessment of how well the RPT has met the Teachers' Standards for their final placement. Please note, the statements are **not** 'criteria' that all need to be met, rather examples of what meeting the standard would look like. The 'Exceeding' column provides examples of the types of characteristics the RPT may display in addition to the 'meeting' criteria. Please use your professional judgment in discussion with the RPT's Supervising Tutor as to how to assess them against each Standard. For exceptional practice, please discuss with the tutor and RPT so a note can be made on their ECT transition form.

Strand	Teachers' Standard	Meeting	Exceeding
<b>A</b>	<b>TS1: Set high expectations which inspire, motivate and challenge pupils</b>	<ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect               <ul style="list-style-type: none"> <li>○ Use strong relationships with children to work effectively in class &amp; as a class</li> <li>○ Provide constant &amp; confident re-iteration &amp; insistence on positive learning approach</li> </ul> </li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions               <ul style="list-style-type: none"> <li>○ Show clear evidence, per lesson, of goals for different abilities</li> <li>○ Create a "challenge" expectation grounded in the class, i.e. pupils are aware</li> </ul> </li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.               <ul style="list-style-type: none"> <li>○ support a classroom culture of respect and tolerance where difference is explored and valued</li> <li>○ model the way in which pupils can communicate with each other to support progress</li> <li>○ maintain high expectations of pupil's oral responses and praise good verbal reasoning skills</li> <li>○ employ, model and encourage the use of a broad, well-chosen range of vocabulary</li> </ul> </li> </ul>	<p>Pupils' previous attainment is linked to future outcomes with identifiers as to how to achieve it.</p> <p>Model resilience through making and dealing with mistakes when teaching / Find an opportunity in class to show how mistakes are a positive and important part of the learning process.</p> <p>Discuss / demonstrate how to respond to bullying or behaviour that could be emotionally damaging</p> <p>Create an interactive display that is designed to inspire and motivate</p> <p>Explain how all pupils are challenged and motivated showing a strong understanding of how different background can impact progress</p>

	<p><b>TS7: Manage behaviour effectively to ensure a good and safe learning environment</b></p>	<ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ be a strong role model for respectful conduct</li> <li>○ be pro-active in maintaining or establishing classroom routines that set high expectations</li> <li>○ promote a caring classroom culture</li> </ul> </li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <ul style="list-style-type: none"> <li>○ exhibit a wide range of strategies for gaining and holding attention</li> <li>○ positively reinforce what good behaviour looks like and use praise where appropriate</li> <li>○ react to challenges using school policy/strategies in a way that maintains pre-set expectations of behaviour</li> </ul> </li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them <ul style="list-style-type: none"> <li>○ plan lessons that show they have taken the need for appropriate pace and engagement into account, e.g. age - appropriate timings, active learning opportunities etc</li> <li>○ plan lessons that show they have taken individual pupil's needs into account, where applicable</li> </ul> </li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. <ul style="list-style-type: none"> <li>○ show respect for and knowledge about every pupil</li> <li>○ appear comfortable and confident in front of the class</li> </ul> </li> </ul> <p>show an understanding of how children's prior emotional experiences may affect their behaviour</p>	<p>Reflect shrewdly on which strategies are most effective for their particular class and make changes when needed / implement their own strategies</p> <p>Show an ability to manage behaviour thoughtfully, eg through employing a trauma-informed approach.</p> <p>Manage own emotions in a way that does not impact on their pupils.</p> <p>Help pupils reflect on prior learning success and what behaviours support that.</p> <p>Use support/enable/challenge to engage all of the children and contribute actively to their progress.</p> <p>Identify and implement different strategies to meet each individual child's needs</p> <p>Understand and identify reasons for dysregulation in the classroom e.g. are their sensory needs being met, do they feel safe, can they see the board/front of the classroom, do they feel anxious in their grouping etc.</p>
<b>Strand B</b>	<p><b>2: Promote good progress and outcomes by pupils</b></p>	<ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes <ul style="list-style-type: none"> <li>○ evidence how assessment has fed into design of tasks</li> </ul> </li> </ul>	<p>Intervention ideas are deployed appropriately and in a time-sensitive manner.</p>

		<ul style="list-style-type: none"> <li>○ use mini plenaries to move learning on and identify where support is required</li> <li>○ recognise the need for additional intervention</li> <li>○ secure pupils' progress</li> </ul> <ul style="list-style-type: none"> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these <ul style="list-style-type: none"> <li>○ use a variety of sources to develop their awareness of prior knowledge, including schemes of work, children's books, conversations with caregivers and prior lessons</li> <li>○ reference prior learning, in planning and when teaching</li> </ul> </li> <li>• guide pupils to reflect on the progress they have made and their emerging needs <ul style="list-style-type: none"> <li>○ provide opportunities for children to meaningfully self-assess</li> <li>○ evidence that differentiated learning opportunities have been provided</li> <li>○ use success criteria within lessons, allowing children to evaluate where they are at</li> </ul> </li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <ul style="list-style-type: none"> <li>○ start lessons with what the children already know</li> <li>○ use mini spontaneous tests to both identify and consolidate knowledge.</li> <li>○ provide opportunities for children to actively process new information and explore it</li> </ul> </li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study. <ul style="list-style-type: none"> <li>○ evidence that the children have been able to work independently on tasks when needed</li> </ul> </li> </ul>	<p>Give a range of differing level tasks or support materials to choose from and support children to make the correct choice or to stretch themselves</p> <p>Look at the previous year group content in the NC when planning.</p> <p>Understand and contribute to school's progression maps and relevant knowledge organisers to understand what children should already know from previous term and year groups.</p> <p>RPT understands school's pedagogical approach to learning, E.g. Rosenshine's principles of instruction, and can design/plan a lesson/sequence of lessons that reflects these pedagogical approaches.</p> <p>RPT can reflect on a lesson where previous learning was not consolidated, vs. a lesson where previous learning was embedded and discuss the impact of these on new learning.</p> <p>Show how they use knowledge of working and long-term memory and cognitive load to inform lesson design and implementation.</p>
	<b>TS4: Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>• Impart knowledge and develop understanding through effective use of lesson time <ul style="list-style-type: none"> <li>○ demonstrate a clear link between each element of their lessons</li> </ul> </li> </ul>	<p>Inspire children to investigate subjects and topics further in their own time.</p>

		<ul style="list-style-type: none"> <li>○ maintain appropriate timings during a lesson so that learners have all opportunities as appropriate</li> <li>○ regularly deploy a good balance between teacher-talk and child-talk</li> <li>○ model both learning and tasks effectively</li> <li>○ use targeted questioning to diagnose learning and attempt to extend it</li> <li>○ use their own time well to work with individuals/groups</li> <li>• promote a love of learning and children's intellectual curiosity <ul style="list-style-type: none"> <li>○ use resources that engage learners</li> <li>○ demonstrate a questioning stance to children and take opportunities to pose questions</li> </ul> </li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching <ul style="list-style-type: none"> <li>○ engage in formal and informal oral discussions about how lesson approaches impacted effectiveness</li> <li>○ engage in some form of written evaluation, either as annotations on plans or in a 'marking diary'</li> <li>○ identify the successes of their teaching</li> <li>○ identify when children haven't learned as intended, both through observations in lesson and scrutiny of work done</li> <li>○ Make suggestions for improvements</li> </ul> </li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <ul style="list-style-type: none"> <li>○ ensure their own understanding of teaching topics is sufficient for teaching it</li> <li>○ demonstrate knowledge of content areas by being able to break down learning into smaller tasks</li> <li>○ use their awareness of the topic and planned outcomes to design suitable progressions of learning or recognise how schemes do this</li> </ul> </li> </ul>	<p>Consistently use questions that extend and challenge learners at the appropriate level, planning these deliberately.</p> <p>Plan a series of lessons and discuss what links to previous learning are required.</p> <p>Learn from subject leaders the specific modelling strategies that are specific to different subjects.</p> <p>Uses modelling examples with a series of groups e.g. whole class, small groups etc. to build experience and can assess effectiveness of strategies.</p> <p>Share research on effective questioning.</p> <p>Highlight and discuss the factors that hinder successful collaboration for children: mixed groupings, positive groupings, confidence within the group, assigning group roles, ensure they have the knowledge required.</p> <p>Takes responsibility for planning a series of homework activities or extra-curricular activities to extend learning.</p>
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	<b>TS5: Adapt teaching to respond to the strengths and needs of all pupils</b>	<ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively               <ul style="list-style-type: none"> <li>○ produce lesson plans that demonstrate how individual and group needs will be met within the lesson</li> <li>○ adapt teaching during a lesson based on visible need rather than prior planned groupings</li> <li>○ deploy support staff to work with a range of groups across the classroom, discouraging over-reliance in any group of children</li> </ul> </li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these               <ul style="list-style-type: none"> <li>○ show, through discussion and action, that they are aware of barriers to learning faced by individual pupils and make efforts to remove these</li> <li>○ demonstrate the application of a range of strategies to reduce cognitive, physical, emotional and cultural barriers</li> <li>○ scaffold tasks where necessary</li> <li>○ adapt the physical and/or sensory environment where necessary</li> </ul> </li> <li>• 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               <ul style="list-style-type: none"> <li>○ pitch lessons so that content and delivery is suitable for the age group being taught</li> </ul> </li> <li>• 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</li> </ul>	<p>Ensure support staff have full guidance on ways of working with pupils effectively.</p> <p>Offer choice and challenge to pupils, within a suitably supportive framework.</p> <p>Confidently provide greater depth challenges across the curriculum to all groups.</p> <p>RPT takes initiative to meet with SENDCo to discuss any sensory and emotional needs which may be causing barriers to learning and incorporates steps to address these into planning and teaching.</p> <p>RPT sets up flexible group planner when marking to avoid pre-determined groupings and encourage tasks to target pupil's ability accurately from one lesson to another.</p> <p>RPT carries out a case study on one pupil's learning journey to demonstrate different learning rates and levels of support required for different subject areas.</p> <p>Observe then deliver split inputs effectively.</p> <p>RPT knows how to meet the needs of all children while they are working in mixed ability pairs.</p>

		<p>be able to use and evaluate distinctive teaching approaches to engage and support them.</p> <ul style="list-style-type: none"> <li>○ take the time to find out about specific and effective strategies for identified SEND within the class,</li> <li>○ liaise with the SENCo where appropriate</li> <li>○ provide challenge to greater depth learners in many lessons</li> <li>○ provide dual-language resources and/or graphic organisers as appropriate to support EAL learners</li> </ul>	
<b>Strand C</b>	<b>TS3: Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings <ul style="list-style-type: none"> <li>○ ensure their own understanding of teaching topics is sufficient for teaching it and goes beyond what the pupils need</li> <li>○ demonstrate knowledge of content areas by being able to break down learning into smaller tasks</li> <li>○ use their awareness of the topic and planned outcomes to design suitable progressions of learning or recognise how schemes do this</li> <li>○ anticipate common misconceptions and refer to them when teaching</li> <li>○ use subject specific vocabulary appropriately in different curriculum areas</li> <li>○ inspire children's engagement with lesson content, through hooks and links to real-life</li> </ul> </li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <ul style="list-style-type: none"> <li>○ use some <i>subject-specific</i> pedagogies in appropriate ways to stimulate learning</li> <li>○ attend staff meetings where curriculum developments are discussed and show some response to this in their teaching</li> </ul> </li> </ul>	<p>Inspire children to investigate subjects and topics further in their own time.</p> <p>Regularly and deliberately make links between learning across different curriculum subjects.</p> <p>RPT can explain school planning and curriculum rationale, including progression maps and knowledge organisers to understand how their practice will fit in with the "bigger picture" of the whole school.</p> <p>RPT can anticipate questions/tasks prior to lesson to pre-empt mistakes and include these in lesson input.</p> <p>RPT will look through previous year's books/learning to spot any common misconceptions.</p> <p>Discuss key vocabulary as included on knowledge organisers and compare with previous and post year groups.</p> <p>RPT will promote reading for pleasure as part of class routine and the wider school.</p> <p>Complete a learning walk to see how oracy is promoted in classes.</p>

		<ul style="list-style-type: none"> <li>○ use children's questions to provide opportunities to extend learning.</li> </ul> <ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ demonstrate correct standard English in both written and spoken language consistently</li> <li>○ can correct children's use of standard English in a way that is proportionate and sensitive to their context</li> <li>○ maintain high expectations of pupil's oral responses and praise good verbal reasoning skills</li> </ul> </li> <li>• when teaching early reading, and when necessary, demonstrate a clear understanding of systematic synthetic phonics (SSP) <ul style="list-style-type: none"> <li>○ pronounce all phonemes correctly</li> <li>○ teach SSP lessons with successful outcomes</li> <li>○ support children to make progress in their decoding skills</li> <li>○ give children opportunities to apply their phonic skills during their reading of decodable and 'real language' books</li> <li>○ support children to use their phonic knowledge, when appropriate, across the curriculum and throughout age groups for reading and spelling</li> </ul> </li> <li>• when teaching primary mathematics, demonstrate a clear understanding of appropriate teaching strategies. <ul style="list-style-type: none"> <li>○ Choose and deploy within lessons appropriate concrete and pictorial representations</li> <li>○ Model clearly key concepts and calculation strategies</li> <li>○ Use worked examples and practice to secure learning</li> <li>○ Provide opportunities for children to practice and consolidate learning and explain their reasoning.</li> </ul> </li> </ul>	
<b>Strand D</b>	<b>TS6: Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> </ul>	Plan conferencing with children to happen in a systematic and purposeful way.

		<ul style="list-style-type: none"> <li>○ use a whole school tracking programme with some accuracy (in collaboration with the class teacher)</li> <li>○ contribute to staff moderation discussions in a useful way, showing awareness of age-related expectations</li> <li>○ link judgements made to National Curriculum expectations in future planning</li> </ul> <ul style="list-style-type: none"> <li>• make use of formative and summative assessment to secure pupils' progress <ul style="list-style-type: none"> <li>○ set targets for individuals or groups of pupils based on summative assessments done</li> <li>○ embed formative assessment strategies such as questioning, plenaries, self-assessment and success criteria on lesson planning and/or slides</li> <li>○ use formative assessment strategies in lessons and respond to them 'in the moment'</li> </ul> </li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons <ul style="list-style-type: none"> <li>○ adapt subsequent lessons based on progress made in lessons</li> <li>○ plan likely groupings of pupils for subsequent lessons based on progress shown</li> <li>○ keep some form of record, for own use, of pupil achievements and misconceptions</li> <li>○ review progress against EHCP targets where appropriate</li> </ul> </li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <ul style="list-style-type: none"> <li>○ follow the school's marking and feedback policy</li> <li>○ provide feedback and reflection opportunities that are suitable to the age of the learner</li> <li>○ ensure pupils know where they are at in their learning and why</li> </ul> </li> </ul>	<p>Apply age-related expectations to assessments in a confident way.</p> <p>Take steps to secure or enhance an independent learning climate.</p> <p>RPT explains why different AfL strategies are particularly suitable for different subjects, children, or stages in a teaching sequence.</p> <p>RPT can discuss the rationale underpinning the Feedback and Marking policy and exemplify how this can be seen in their feedback to children.</p> <p>RPT understands how often to make summative/formative assessments and explains how they use these to inform planning.</p> <p>RPT involved in summative assessments, data meetings, analysis of data and organisation of pupil progress documents.</p> <p>RPT takes an active role in parents' evenings.</p>
<b>Strand E</b>	<b>TS8: Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> </ul>	<p>Contribute to leading the whole or part of a staff meeting.</p>



		<ul style="list-style-type: none"> <li>○ explain the key values and aims of the school, and take opportunities to reinforce these with pupils</li> <li>○ attend team meetings and staff meetings</li> <li>○ contribute to assemblies, after school clubs and off-site visits, where opportunities arise.</li> </ul> <ul style="list-style-type: none"> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <ul style="list-style-type: none"> <li>○ explain which colleagues have which roles within the school</li> <li>○ seek out and liaise with colleagues as needed</li> <li>○ show professional interest in the support out-of-school colleagues can offer and shadow meetings with these if opportunities arise</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• deploy support staff effectively <ul style="list-style-type: none"> <li>○ deploy support staff to work with a range of groups across the classroom, discouraging over-reliance in any group of children</li> <li>○ ensure that support staff are well-briefed via an agreed communication method, e.g. notes on plans, emails, face to face chats</li> <li>○ liaise with support staff after lessons to capture feedback on children's learning</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues <ul style="list-style-type: none"> <li>○ show full engagement with the reflection and target setting cycle</li> <li>○ respond positively to advice from colleagues, implementing it as soon as is practicably possible and then re-reflecting</li> <li>○ pro-actively seek out colleagues or other sources that might provide guidance in specific areas of challenge</li> <li>○ attend staff meetings and INSET days and join discussions afterwards on implications for their own practice</li> </ul> </li> </ul>	<p>Take responsibility for implementation of a one-to one intervention supplied by an outside agency (i.e. TA delivered but supervised by RPT)</p> <p>Ensure support staff have full guidance on ways of working with pupils effectively.</p> <p>Come up with ways that ideas introduced in staff meetings or on INSET days could be implemented in their classroom.</p> <p>Actively seek out parents, carers or other members of the school community to contribute to the in-school curriculum.</p> <p>Show ability to lead conversations with parents about more challenging issues in a calm and responsible way.</p> <p>RPT understands the importance of sharing positives with parents on a day-to-day basis.</p>
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	<b>Personal and Professional Conduct</b>	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <p>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.</p>	<p>RPT offers to lead an extra-curricular club or activity</p> <p>RPT takes part in or leads aspects of wider events of the school, such as sports day, fayres, school trips and celebrations</p> <p>RPT included in break time / lunch duty rota if this is in line with school expectations and can share the importance of building relationships outside of the classroom setting</p> <p>RPT actively asks for opportunities to improve their practise, respecting the time of the school staff</p>

		<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p> <p>RPTs show a commitment to the teaching profession and form good relationships with pupils and use this to help them manage situations effectively. They demonstrate the need to treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. They insist that pupils show tolerance of each other. They implement and teach the school's Citizenship, SMSC and PSHE provisions and have developed some strategies for managing challenging questions. They attend required meetings and shadow playground duty or similar; and they handle professional interactions well. They form appropriately professional relationships with colleagues and draw on their expertise and experience. Their professionalism extends to taking some responsibility for implementing the SEND Code of Practice, with the support of colleagues. They are capable of completing Risk Assessments for unusual or off-site activities to an acceptable standard, again with guidance. They show good understanding of Child Protection and Safeguarding procedures and know when to seek help. They demonstrate many good skills and other areas show potential; they have a respect for others and a willingness to learn and could fit into an education community. Punctuality and attendance are both acceptable or better. Their dress, manner and language, both inside and outside of school, is professional.</p> <p>RPT is able to discuss the importance of safeguarding and has been able to report issues and concerns through the correct channels in a timely and sensitive manner.</p>	
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