

Trainee Teaching Evidence of Progress Guide:

(Reflections on learning in relation to the LBU
Curriculum)

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Introduction to the Trainee Teaching Evidence Portfolio 2021.2022 (For Trainees)

This document is a reference guide for the evidence you will present in support of your recommendation for Qualified Teacher Status.

The evidence you provide in Pebble Pad will be shared with your Mentor, Link Tutor, Subject Lead and Course Director plus anyone who is in a position to support your development towards becoming a teacher. There are 4 key considerations for using this document

1. You will keep a record of your progress on 3 phases of placement. Your progress will have been formatively assessed in Phase 1 and 2 and summatively assessed in Phase 3 by your mentor, who will have worked with you to determine your overall progress against our Leeds Beckett University (LBU) Curriculum.
2. You will use it to reflect on all your University study. You will provide evidence of how your learning has been impacted through our delivery of the LBU Curriculum.
3. You will provide evidence of how you have engaged with the LBU Curriculum through your placement opportunities.
4. You will present the completed Pebble Pad evidence to your Personal Tutor at the end of the course in consideration of recommendation for Qualified Teacher Status (QTS).

Principles of assessment

Trainees' teaching over time should be assessed holistically focusing on the impact they have on the quality of teaching and learning. The LBU Curriculum will be applied as appropriate to the context and content of trainees' teaching, over sequences of lessons with regard to the context in which a trainee is practising and consistent with what could reasonably be expected of a trainee teacher at their stage of training.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own progress and learning over time.

The quality of teaching must be judged in relation to the LBU Curriculum and not on individual lessons. **Although our assessment model is formative it does not mean that it is lacking in rigour; all professional judgements made are informed by evidence and are quality assured for accuracy and fairness across our ITE partnership.**

Grading Rationale

It is important to understand that assessment of all trainees in the partnership will be against the LBU Curriculum. Our expectation is that all trainees will meet all aspects of the LBU Curriculum by the end of their programme and gain qualified teacher status (QTS).

Whilst these reviews will still be structured around the LBU Curriculum, we shall not be asking for grades but rather an assessment of **working towards** or **meeting the LBU Curriculum at that particular assessment point**. This top line judgement will be supplemented with formative feedback summarising the student's performance and indicating priorities and directions for future development.

Trainees will be assessed against the LBU Curriculum at the mid and end points of each phase of assessment

- o The mid-phase review will be led by the trainee in collaboration with the School Based Mentor (SBM), recorded in Pebble Pad and used as discussion for development against the LBU Curriculum .

- o The end of phase review will be led by the mentor and recorded in Pebble Pad. For Phases 1 and 2, this review will provide information to discuss progress with your Personal Tutor and an action plan will be generated for the next phase of practice.

- o The Link Tutor will quality assure any judgements made during the phases and provide support for trainee and SBM at both formative assessment points.

Concerns

If the SBM is concerned that a trainee is not meeting the LBU Curriculum within any phase, they will need to flag their concerns with the trainee's Link Tutor at the earliest opportunity. An '**Intervention**' will then be put in place to support the trainee to address the area(s) of concern. Please see the Mentor and Link Tutor Handbooks for more details about this process.

Using this Evidence of Progress Guide

Please use the following statements to inform your discussions with your mentee during your weekly meetings and at to support the judgements made at formal assessment points.

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The expectation is that, throughout their placement, students will be provided with a range of experiences that enable them to have met all aspects of the LBU Curriculum by the end of their programme of study. The '*learn that...*' and '*learn how to ...*' statements are developed from the ITT Core Content Framework (DfE, 2019) and provide guidance for mentors and mentees about the types of activities that should be undertaken as part of the teaching practicum.

It is not expected that all activities and content are covered in one placement/phase of practice alone.

A trainee will need to record evidence of engagement with the LBU Curriculum in Pebble Pad, adding notes and highlighting areas that have been covered or need to be covered.

LBU Curriculum

Working with High Expectations

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p><i>Learn how to...</i></p> <p><i>Communicate a belief in the academic potential of all pupils, by:</i></p> <p>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p><i>Using intentional and consistent language that promotes challenge and aspiration.</i></p> <p>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</p> <p>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</p> <p><i>Demonstrate Consistently high behavioural expectations by</i></p> <p>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed</p> <p><i>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</i></p>

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	<p>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</p> <p>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</p> <p>Acknowledging and praising pupil effort and emphasising progress being made.</p>
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LBU Curriculum

Knowing how pupils learn

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils 	<p><i>Learn how to...</i></p> <p><i>Avoid overloading working memory, by:</i></p> <p>Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</p> <p>Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</p> <p><i>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</i></p> <p>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps)</p> <p><i>Build on pupils' prior knowledge, by:</i></p> <p>Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</p> <p>Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming</p> <p><i>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</i></p> <p>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</p> <p>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known)</p> <p><i>Increase likelihood of material being retained, by:</i></p>

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<p>revisit ideas after a gap are also likely to strengthen recall.</p> <p>9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p>	<p>Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach</p> <p>Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work</p> <p><i>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</i></p> <p>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).</p>
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**LBU Curriculum
Curriculum and Subject Knowledge**

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); 	<p><i>Learn how to...</i></p> <p>Deliver a carefully sequenced and coherent curriculum, by:</p> <p>Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.</p> <p>Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.</p> <p>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</p> <p>Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</p> <p>Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).</p> <p>Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</p>

<p>carefully sequencing teaching to facilitate this process is important.</p> <ol style="list-style-type: none">8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	<p>Support pupils to build increasingly complex mental models, by:</p> <p>Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples</p> <p>Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Drawing explicit links between new content and the core concepts and principles in the subject.</p> <p>Develop fluency, by: Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</p> <p>Help pupils apply knowledge and skills to other contexts, by:</p> <p>Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>
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	Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
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**LBU Curriculum
Classroom Practice**

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 8. Practice is an integral part of effective teaching; ensuring pupils have repeated 	<p><i>Learn how to...</i></p> <p>Plan effective lessons, by:</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</p> <p>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</p> <p>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</p> <p>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</p> <p>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</p> <p>Make good use of expositions, by:</p> <p>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</p>

<p>opportunities to practise, with appropriate guidance and support, increases success.</p> <ol style="list-style-type: none">9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	<p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Starting expositions at the point of current pupil understanding.</p> <p>Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</p> <p>Model effectively, by: Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</p> <p>Exposing potential pitfalls and explaining how to avoid them.</p> <p>Stimulate pupil thinking and check for understanding, by:</p> <p>Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</p> <p>Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at: Planning activities around what you want pupils to think hard about.</p>
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	<p>Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).</p> <p>Providing appropriate wait time between question and response where more developed responses are required.</p>
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**LBU Curriculum
Adaptive Teaching**

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand 	<p><i>Learn how to...</i></p> <p>Develop an understanding of different pupil needs, by:</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</p> <p>Identifying pupils who need new content further broken down.</p> <p>Making use of formative assessment.</p> <p>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</p> <p>Provide opportunity for all pupils to experience success, by:</p> <p>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</p> <p>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>

<p>barriers and identify effective strategies is essential</p>	<p>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</p> <p>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</p> <p>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</p> <p>Meet individual needs without creating unnecessary workload, by:</p> <p>Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Making use of well-designed resources (e.g. textbooks).</p> <p>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge</p> <p>Building in additional practice or removing unnecessary expositions.</p> <p>Reframing questions to provide greater scaffolding or greater stretch.</p> <p>Group pupils effectively, by:</p> <p>Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.</p>
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	<p>Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</p>
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**LBU Curriculum
Assessment**

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important assessment can become onerous and have a disproportionate impact on workload 	<p><i>Learn how to...</i></p> <p>Avoid common assessment pitfalls, by:</p> <p>Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</p> <p>Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).</p> <p>Check prior knowledge and understanding during lessons, by:</p> <p>Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>

	<p>Using assessments to check for prior knowledge and pre-existing misconceptions.</p> <p>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</p> <p>Monitoring pupil work during lessons, including checking for misconceptions.</p> <p>Provide high-quality feedback, by:</p> <p>Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</p> <p>Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.</p> <p>Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self- assessment.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</p> <p>Make marking manageable and effective, by:</p> <p>Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.</p> <p>Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.</p>
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	<p>Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer and self-assessment) and deconstructing this approach</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Using verbal feedback during lessons in place of written feedback after lessons where possible.</p> <p>Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).</p> <p>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</p>
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LBU Curriculum
Managing Behaviour

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. 	<p><i>Learn how to...</i></p> <p>Develop a positive, predictable and safe environment for pupils, by:</p> <p>Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</p> <p>Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</p> <p>Giving manageable, specific and sequential instructions.</p> <p>Checking pupils' understanding of instructions before a task begins.</p> <p>Using consistent language and non-verbal signals for common classroom directions.</p> <p>Using early and least-intrusive interventions as an initial response to low level disruption.</p> <p>Establish effective routines and expectations, by:</p>

	<p>Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</p> <p>Reinforcing established school and classroom routines</p> <p>Build trusting relationships, by:</p> <p>Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Responding consistently to pupil behaviour.</p> <p>Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.</p> <p>Motivate pupils, by:</p> <p>Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.</p>
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	<p>Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long- term goals and helping them to see how these are related to their success in school.</p> <p>Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p>
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**LBU Curriculum
Professional Behaviours**

ITT Core Content Framework	
<p><i>Learn that...</i></p> <ol style="list-style-type: none"> 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 6. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 7. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 	<p><i>Learn how to...</i></p> <p>Develop as a professional, by:</p> <p>Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</p> <p>Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Strengthening pedagogical and subject knowledge by participating in wider networks.</p> <p>Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.</p> <p>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</p> <p>Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</p> <p>Engaging critically with research and using evidence to critique practice.</p> <p>Build effective working relationships, by:</p>

<p>8. Engaging in high-quality professional development can help teachers improve</p>	<p>Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</p> <p>Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.</p> <p>Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.</p> <p>Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.</p> <p>Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).</p> <p>Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</p> <p>Preparing teaching assistants for lessons under supervision of expert colleagues.</p> <p>Manage workload and wellbeing, by:</p>
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	<p>Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.</p> <p>Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).</p> <p>Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</p>
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Core Content

Wider Professional Expectations

	Examples	Comments
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	<ul style="list-style-type: none"> • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law • Having regard for the need to safeguard pupils’ well- being, in accordance with statutory provisions 	
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.	<ul style="list-style-type: none"> • Teacher conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times • Teacher is on time for all beginnings and ends of days, meetings, lessons • School/ colleagues always informed of and reasons for any non-attendance in the 	

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	<p>school day or other professional meetings and responsibilities in line with policy</p> <ul style="list-style-type: none">• Language and dress are always highly professional and in line with school policy• Teacher applies school policies at all times, e.g. health and safety, risk assessments before trips; homework etc.	
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<ul style="list-style-type: none">• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks• The trainee is aware of their responsibilities in relation to, for example, equality legislation and duties and safeguarding• The trainee is able to judge when they may need advice and help in matters of child protection or confidentiality	