Rationale

The overall quality of students’ teaching is primarily judged by the impact they have on pupil progress over time. A lack of skill or knowledge in any one of the Teachers’ Standard can impede pupil progress; demonstrating how the Teachers’ Standards are interdependent.

It’s important for students to see the Teachers’ Standards through the lens of the impact they have on pupil progress: - e.g.

TS1: Pupils who are inspired or motivated will engage more effectively with learning. Where teachers fail to motivate, challenge or have high expectations of pupils learning is limited and outcomes are restricted.

TS2: For pupils to progress teachers must understand how pupils learn. Not knowing the capabilities of pupils or taking responsibility for their attainment and progress will result in stagnation and a lack of progression. It is also likely that the pupils will be less engaged and that behaviour will also suffer.

TS3: Having good subject and curriculum knowledge means that teachers can respond to pupil’s questions effectively. Having inadequate subject and curriculum knowledge restricts development of children’s knowledge and skills and can cause damaging misconception to arise.

TS4: Well-structured and appropriate planning can help ensure that pupils are free to make progress in their learning. Poor use of lesson time or missed opportunities for learning will inhibit pupil’s progress. This is also the case where planning fails to engage children or to take account of appropriate pedagogical processes.

TS5: All pupils have the right to expect that they will learn and progress. If the teacher does not know the pupils and their needs then they will not use the differentiation required to push all pupils forward. Failure to understanding and respond appropriately to the needs of children with EAL, SEN(D) or high ability will lead to restricted progress and can cause behavioural disruption.

TS6: It is only possible for the pupils to progress and for you to demonstrate TS5 if you are able to make accurate and productive use of assessments. Empowering pupils to take responsibility for their own learning can only occur if they are taught the skills to reflect on their own learning through effective self-assessment. Where teachers fail to assess children accurately or to engage them in their own assessment or to use the information to differentiate, pupils will not progress in their learning and teaching will be deemed inadequate.

TS7: Poor behaviour can lead to an unsafe learning environment where instructions are not heard or heeded and, at worst, can become injured. It will also result in a lack of learning because children struggle to follow instructions, to concentrate effectively or to access the learning. This will impact on relationships with pupils and staff, the pace of the lesson, the ability to complete a sequence of learning and can damage pupil engagement. Poor behaviour will therefore not only impede learning but also a teacher’s ability to demonstrate the other Teachers’ Standards to an acceptable level.

TS8: Fulfilling the wider professional responsibilities of a teacher will promote pupil’s learning because teachers will benefit from good relationships, advice and professional development which impacts upon teaching and learning outcomes. Poor engagement with other staff and parents will damage the development of a teacher and cause opportunities for collaboration and pupil progress to be missed. Since schools are communities of learning the impact of this can unfortunately extend beyond the teacher’s classroom.

PART TWO: It is of course essential to demonstrate the personal and professional conduct expected of a teacher. These characterises are fundamental to ensuring pupil safety, well-being, development and intrinsically linked to the other points above.
Evidence bundle reflection – Guidance to Students

The purpose of the evidence bundle is to support students to:

1. Exemplify the quality of the learning occurring in the class which results from the student teacher’s activity in relation to the particular Standard
2. Analyse the pupil’s progress
3. Reflect upon the skills and strengths they have developed against each of the Teachers’ Standards that has enabled them to impact on pupil progress
4. Identify areas for further development

The reflection should be written as a narrative which analyses the student teacher’s progress and their attainment against the Teachers’ Standards with hyperlinks to effectively evidence this.

What could form part of an effective evidence bundle?

- Pupil data (prior to activity / unit of work to illustrate starting point)
- Tracking data to show progress over time. This could be whole class, groups of pupils etc.
- Self & peer assessments undertaken by pupils
- Work produced by pupils in lessons (remember that this may not always be a ‘written’ piece). How can this be captured?
  - Visual or electronic evidence? E.g. photos / video clips?
- Evidence related to homework (which could show how learning has been consolidated or extended)
- Marking and pupil responses to feedback
  - Work acted on by pupils showing improvements
- Student weekly evaluations and interim review report
- Lesson plans and evaluations of lessons
- Feedback on lessons observed (relevant areas highlighted)

An example evidence bundle

TSS

During this school experience I have ensured that my lesson plans, such as this series of English plans, make explicit reference to the specific teaching strategies I used when I was differentiating for boys who are identified as underperforming group in this year. Additionally after observing the maths lead I employed a number of suggested strategies to specifically challenge Fred who is gifted and talented in maths. I regularly gave him extension tasks which focused on special problems which are identified as appropriate in his learning plan. As a result my interim report commented specifically on the progress that boys had made in relation to the year group, where, by the end of the placement, they had made expected progress.

Observation feedback from my class teacher on 22.12.15 identified the strong use of tracking records and evaluations from previous lessons to ensure that I had met the range of needs within the class and that I was aware of the personal circumstances of Grace and had accommodated these in the lesson to ensure that she was engaged and actively taking part.

The joint observation by my link tutor and mentor commended my use of differentiation during a PE lesson where I had adapted my teaching during the lesson and regrouped the children according to their performance during the initial task.