

Placement 1

Primary

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts to inform discussion
Follows the school's behaviour policy in practice	<ul style="list-style-type: none"> • How have you used positive praise to ensure behaviour for learning? • Explain how you manage noise levels in different contexts. • What have you found to be the most useful or challenging parts of the school behaviour policy? • Describe a situation you have had to deal with, and how you altered your practice. • What behaviour strategies have you seen used around school or from university that you tried/would like to try? • How has your behaviour management changed and developed over time?
Forms a positive classroom environment which builds pupil's confidence	
Shares clear rules, routines and expectations with pupils	
Sets lessons at an appropriate level which challenges pupils of all abilities	
Ensures effective transitions in and between lessons (where appropriate)	
Encourages enthusiasm in learning and uses positive praise	
Prepares lessons which require perseverance	
Supports/ leads orderly movement around the school	
Establishes day-to-day routines	
Uses content/ material from Behaviour for Learning sessions	

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Describe a lesson where you introduced new knowledge; how did you manage this? • Describe a lesson where you clearly modelled some new learning and then allowed for practice? • Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks? • How have you developed knowledge over a sequence of lessons? • What opportunities for critical thinking have you included in lessons? • Are there any lessons where you know you will teach it differently next time? Can you explain why and how? • What do you think makes effective homework? • How have you been challenging your more able pupils? • What are some of the strategies you have been using to support some of your pupils with SEN? • Describe your focus pupil; explain how you have helped them and what progress they have made.
Observes practice and is able to explain the learning of some groups of pupils	
Establishes pupils' current understanding as a starting point for planning	
Plans and delivers well-timed lessons with a clear structure	
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and takes steps to address them	
Develops an understanding of the needs of all pupils including the more able, those with EAL, SEN and disabilities; uses distinctive or adapted teaching approaches to engage and support them	
Supports particular pupils or groups of pupils	
Asks pupils to verbalise their thinking as they work through a task	
Adapts intended planning in a lesson sequence	
Sets homework and plans other out-of-class activities	
Discusses the learning and progress of chosen focus pupil with mentor	
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Observes procedures for working with TAs and has begun to follow them	
Uses content/ material from the sessions on Learning Theories and the assignment for ED5617	
Has reached 60% of teaching time	

Curriculum and Subject Knowledge (TS3)	Prompts to inform discussion
Researches the specific areas to be taught	<ul style="list-style-type: none"> • What is the most interesting lesson that you have taught so far? • What is the most challenging/least interesting content you have had to teach, and how did you approach this? • What misconceptions have some of your pupils had and how did you address these? • How you have modelled examples for the pupils? • Describe how you have supported pupils' engagement with new material? • Describe a lesson where you have focused on an element of Equality, Diversity and Inclusion within the curriculum? • In what areas of the curriculum, do you feel that you have made the greatest improvement with regard to your subject knowledge?
Researches previous learning to establish expectations	
Develops an understanding of the expectations for the Key Stage across the curriculum	
Carries out subject knowledge audits and develops an action plan	
Shows confidence in subject and curriculum knowledge; as a result, addresses emerging misconceptions and is able to offer challenge when appropriate	
Encourages the use of subject specific vocabulary.	
Shows evidence of using content/ material from the taught programme relating to knowledge of subjects (core/ foundation)	

Assessment (TS6)	Prompts to inform discussion
Understands and uses the school/ phase approach to marking	<ul style="list-style-type: none"> • What assessment strategies have you used so far? • Give an example of when you have noticed gaps in a pupil's learning and what you did to address this? • In the course of a lesson, how have you assessed understanding? Where there are misconceptions, how have you noticed these and what did you do? • Describe an aspect of feedback that you have given where the pupils have clearly improved following it? • How have you tailored feedback to individual pupils? • Explain how you have recorded and kept relevant assessment data. • What is the most useful assessment that does not look like an assessment you have seen used/tried?
Assesses Learning Outcomes against the stated success criteria	
Tracks the learning of the focus pupil and observes whole class tracking	
Suggests/ implements next steps for focus pupil	
Supports/ implements school assessment processes	
Uses assessment to adapt future lessons in the light of pupils' learning	
Provides verbal feedback in the course of lessons	
Creates opportunities for pupils to respond to feedback	
Creates opportunities for peer and self-assessment	
Shows evidence of using content/ material from the taught programme relating to assessment	

Professional Behaviours (TS8) Personal and Professional Conduct (Part 2 of the Teachers' Standards)	Prompts to inform discussion
Shows satisfactory attendance; follows procedures for unavoidable absence	<ul style="list-style-type: none"> • Describe any elements of professional practice that you have found challenging as a student teacher? • Give an example of a piece of feedback that you received, and how you acted on it? • What was the most useful piece of feedback/advice that you have received? • What are your strengths and can you suggest some areas that you need to develop? • What opportunities have you made to liaise with members of staff such as the SENco? What have you learned from these meetings? • How have you involved yourself in the wider life or culture of school?
Is punctual to school, lessons and meetings	
Establishes effective communication with mentor, the TA, the school community and Link Tutor	
Attends staff meetings and other events which are part of the school's functioning	
Engages with parents or carers both formally and informally (where appropriate)	
Contributes regularly to team or year group planning	
Ensures familiar with school policies	
Reads and understands the Safeguarding procedures	
Sets appropriate teacher-pupil boundaries	
Sets appropriate boundaries with teaching colleagues	
Is professional in all interactions with colleagues at school and staff at university	
Contributes to extra-curricular activities and the wider life of school (if possible)	
Uses the PLA folder to explicitly inform practice and behaviours	
Meets the requirements for Fundamental English and Maths	

Placement 2

Primary

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts to inform discussion
Follows the school's behaviour policy in practice	<ul style="list-style-type: none"> • Which aspects of theory that you have learned in the taught programme have been most useful/impactful regarding managing pupil behaviour successfully? • Can you give an example of how you have impacted on the behaviour of a pupil within your class which required more than one strategy? • How have you adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different year groups that you have encountered? • Give an example of a particularly difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience? • Describe examples of how you have created opportunities for children to learn from their mistakes and consider how you have managed these.
Establishes a safe and stimulating environment where pupils are attentive and keen to learn throughout the lesson.	
Ensures lessons are calm and safe with effective transitions; relationships are positive	
Maintains high expectations of all pupils, regardless of their ability.	
Prepares lessons which require perseverance	
Encourages enthusiasm in learning and uses positive praise	
Models and demonstrates positive attitudes, values and behaviour expected of pupils.	
Rules, routines and expectations are embedded in classroom practice	
Confidently addresses disruptions using the appropriate school behaviour policies , including following up on incidents of challenging behaviour	
Uses content/material from Behaviour for Learning sessions	

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Explain some of the different ways you have grouped pupils? Which group work strategies have you found most effective with regard to pupils' learning and progress? • What opportunities have you given your pupils to talk about their learning? To what extent do you manage this and ensure all pupils benefit? • When planning your lessons (or sequences of lessons), how do you consider metacognition and the cognitive load of the pupils within your class? • What do you think are the key differences between working and long-term memory, and how have you applied this understanding in your teaching? • Describe a lesson/task in which you used a modelling technique? What was the impact of this on your pupils' learning and progress? How did you know? • What are some of the questioning strategies that you have used to engage pupils, to check their prior knowledge, and to assess their understanding?
Observes practice and is able to explain the learning of groups of pupils	
Establishes pupils' current understanding as a starting point for all planning	
Plans and delivers well-timed lessons with a clear structure	
Sets homework and plans other out-of-class activities	
Adapts teaching (both at the planning stage and during the lesson) to take account of pupils' responses and progress towards the intended learning outcomes.	
Regularly and consistently, adapts future lessons in the light of pupils' learning	
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and consistently addresses them	
Develops an understanding of the needs of all pupils including the more able, those with EAL, SEN and disabilities; uses distinctive or adapted teaching approaches to engage and support them	
Supports particular pupils or groups of pupils	
Asks pupils to verbalise their thinking as they work through a task	
Demonstrates awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development	
Discusses the learning and progress of the 4 focus pupils with mentor	
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Effectively deploys TAs with consistency	
Reflects systematically on the effectiveness of lessons and approaches to teaching	
Uses content/ material from the sessions on Learning Theories and the assignment ED5617	
Has reached 70% of teaching time	

Curriculum and Subject Knowledge (TS3)	Prompts to inform discussion
Researches the specific areas to be taught	<ul style="list-style-type: none"> • How have you developed your subject knowledge since the start of the programme? In which areas do you feel that you have particularly strengthened your subject knowledge and how have you achieved this? • Describe some lessons where you have linked learning from different areas of the curriculum? What impact did you think this had on pupils' learning and progress? • What teaching strategies have you developed to engage and enthuse all pupils, particularly in relation to them understanding what they are learning and why? • What do you understand by 'a carefully sequenced and coherent curriculum' and how have you implemented this idea? • Give examples of how you have planned to challenge more able pupils; what impact did this have on their engagement and progress?
Researches previous learning to establish expectations	
Develops an understanding of the expectations for the Key Stage across the curriculum	
Carries out subject knowledge audits and develops an action plan	
Shows confidence in subject and curriculum knowledge; as a result, addresses emerging misconceptions and is able to offer challenge when appropriate	
Encourages the use of subject specific vocabulary.	
Shows evidence of using content/ material from the taught programme relating to knowledge of subjects (core/ foundation)	

Assessment (TS6)	Prompts to inform discussion
Understands and uses the school/ phase approach to marking	<ul style="list-style-type: none"> • What is your understanding of the difference between formative and summative assessment? Give examples of both and explain how have you used them within the classroom? • Give examples of high-quality feedback, written or verbal, that you have given and that has had a significant impact on pupils' learning and progress. How do you know? • In what ways have used information from assessments to inform the decisions you have made about the next steps for your pupils? • From your experiences, what do you believe to be the most important elements in effective and accurate assessment of pupils' progress. • How have you been involved in tracking pupil progress? • Which data have you found most useful and what challenges have you noticed in making use of assessment data? • Give an example of targeting a specific pupil for tailored feedback; why did you do this and what impact did it have on the pupil's progress?
Tracks the learning of the whole class	
Suggests/ implements next steps for 4 focus children	
Supports/ implements school assessment processes	
Uses a range of varied assessment strategies (including formative and summative assessment)	
Consistently, uses assessment to adapt future lessons in the light of children's learning	
Creates opportunities for peer and self-assessment	
Provides regular, precise and effective verbal feedback in the course of lessons	
Creates regular opportunities for children to respond to feedback	
Makes use of assessment data to inform teaching	
Supports end of year assessments, moderation processes and shadow record keeping on school tracking system	
Shows evidence of using content/ material from the taught programme relating to assessment	

Professional Behaviours (TS8) Personal and Professional Conduct (Part 2 of the Teachers' Standards)	Prompts to inform discussion
Shows satisfactory attendance; follows procedures for unavoidable absence	<ul style="list-style-type: none"> • Have you had the opportunity to take part in any CPD sessions and what impact have these had on your own development? • Give examples of when you have worked collaboratively with colleagues. • Give examples of professional conversations you have had with other colleagues e.g. members of the Senior Leadership Team or subject specialists and explain what you have learned from these opportunities. • What experiences have you had during the year of working with parents, carers and families? What have you learned from these experiences? • How have you collaborated with Teaching Assistants to ensure that you have worked effectively with them and what will you take from this into your NQT year? • Have you had to deal with or witness a safeguarding incident? How was this dealt with? What did you learn from the experience? • How do you plan to balance the potential workload you might face next year with maintaining a healthy work-life balance? Are there any strategies, during your placements, that you have found useful? • Describe the theory or piece of research that you have been exposed to as part of the ITE curriculum that has had the greatest impact on your practice. How will you ensure you continue to engage in high quality professional development during your early career and beyond?
Is punctual to school, lessons and meetings	
Establishes effective communication with mentor, the TA, the school community and Link Tutor	
Attends staff meetings and other events which are part of the school's functioning	
Engages with parents or carers both formally and informally (where appropriate)	
Contributes regularly to team or year group planning	
Ensures familiar with school policies	
Reads and understands the Safeguarding procedures	
Sets appropriate teacher-pupil boundaries	
Sets appropriate boundaries with teaching colleagues	
Is professional in all interactions with colleagues at school and staff at university	
Contributes to extra-curricular activities and the wider life of school (if possible)	
Uses the PLA folder to explicitly inform practice and behaviours	
Meets the requirements for Fundamental English and Maths	