**Teaching Standards Evidence Checklist**

**Part one: Teaching**

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| 1 | Set high expectations which inspire, motivate and challenge pupils | Comments/Evidence |
| 1.1 | establish a safe and stimulating environment for pupils, rooted in mutual respect. | Observations, photo of displays in the room, staff handbook, observations of other teachers |
| 1.2 | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Observations, book or display with learning objective on, marking policy in books, differentiation and scaffolding, tutor reports |
| 1.3 | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Observations, photo of room if reward/sanction policy is on display, phone call log showing positive and negative phone calls |
| 2 | Promote good progress and outcomes by pupils | Comments/Evidence |
| 2.1 | be accountable for pupils’ attainment, progress and outcomes. | Observations, book marking, standards folder (class photos annotated with current data), faculty hand book, tracking of test/assessments, intervention work |
| 2.2 | plan teaching to build on pupils' capabilities and prior knowledge. | Observations, book marking, standards folder, faculty hand book, lesson plans, homework, observations of other teachers, CPD training, intervention work |
| 2.3 | guide pupils to reflect on the progress they have made and their emerging needs. | Observations, book marking, faculty hand book, plenary in books, homework, intervention work |
| 2.4 | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Observations, book marking, standards folder, lesson plans, observations of other teachers, differentiation and scaffolding, homework, CPD training, intervention work |
| 2.5 | encourage pupils to take a responsible and conscientious attitude to their own work and study. | Observations, reflections, book marking, homework, revision work, observations of other teachers, CPD training, intervention work |
| 3 | Demonstrate good subject and curriculum knowledge | Comments/Evidence |
| 3.1 | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | Observations, curriculum, contribution to school resources, lesson plan, emails between staff, demonstrate different teaching strategies, book marking, differentiation and scaffolding, observations of other teachers, department meetings. |
| 3.2 | demonstrate a critical understanding of developments in the subject & curriculum areas, & promote the value of scholarship. | Observations, contribution to school resources, lesson plan, emails between staff, observations of other teachers |
| 3.3 | 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. | Observations, contribution to school resources, lesson plan, literacy focus/key words board, observations of other teachers, subject audit, CPD training  |
| 3.4 | if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | Literacy support in tutor time, word of the week |
| 3.5 | if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Numeracy support in tutor time |
| 4 | Plan and teach well-structured lessons | Comments/Evidence |
| 4.1 | impart knowledge and develop understanding through effective use of lesson time. | Observations, SOW, mentor meetings and follow ups, lesson plan, marking policy, DIRT time, observing other teachers. |
| 4.2 | promote a love of learning and children’s intellectual curiosity. | Observations, SOW, lesson plan, differentiation, in class/homework challenges, use of reward system, observations of other teachers |
| 4.3 | set homework and plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired. | Observations, faculty handbook, homework log, after school clubs/catch up |
| 4.4 | reflect systematically on the effectiveness of lessons and approaches to teaching. | Observations, SOW, lesson plan, department meetings, emails with staff |
| 4.5 | contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  | Faculty handbook, contribute to school resources, emails between staff, department meetings |
| 5 | Adapt teaching to respond to the strengths and needs of all pupils | Comments/Evidence |
| 5.1 | know when & how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Observations, department meetings, differentiation and scaffolding, booking marking, lesson plans, use of blooms questioning, observations of other teachers, CPD training |
| 5.2 | have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, & how best to overcome these. | Observations, faculty meetings, phone calls to parents, observations of others, CPD training, pupils passports, blooms questioning. |
| 5.3 | 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. | Observations, standards folder, school handbook, observations of other teachers, CPD training, emails between staff, blooms questioning, different teaching strategies. |
| 5.4 | have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; & be able to use & evaluate distinctive teaching approaches to engage & support them. | Observations, faculty meetings, class on a page, observations of other teachers, CDP training |
| 6 | Make accurate and productive use of assessment | Comments/Evidence |
| 6.1 | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Observations, book marking, target setting, CATs and SATs data, book marking |
| 6.2 | make use of formative and summative assessment to secure pupils’ progress. | Observations, department meetings, faculty handbook, lesson plan, PA data, CATs and SATs data, Standards folder |
| 6.3 | use relevant data to monitor progress, set targets, and plan subsequent lessons. | Observations, faculty meetings, faculty handbook, lesson plan, book marking, PA data, target setting, CATs and SATs data, Standards folder, book marking |
| 6.4 | give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback. | Observations, faculty handbook, lesson plan, book marking, plenaries, DIRT time. |
| 7 | Manage behaviour effectively to ensure a good and safe learning environment |  |
| 7.1 | 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. | Observations, faculty handbook, pictures of room, school behaviour policies, witness statement, staff duty, seating plan |
| 7.2 | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Observations, faculty handbook, pictures of room, school behaviour policies, communication with TAs, contact with parents via calls home and parents evening, observing other teachers, CPD training, seating plan |
| 7.3 | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Observations, pictures of room, communication with TAs, school behaviour policy, witness statement, seating plan |
| 7.4 | maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | Observations, faculty handbook, contact with parents via calls home or parents evening |
| 8 | Fulfil wider professional responsibilities | Comments/Evidence |
| 8.1 | make a positive contribution to the wider life and ethos of the school. | Observations, Mentor meetings, communication with TAs, faculty meetings, witness statement, school clubs. |
| 8.2 | develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support. | Observations, communication with TAs, faculty meetings, mentor meetings. |
| 8.3 | deploy support staff effectively. | Communication with TAs, witness statement, emails between TA and teacher |
| 8.4 | take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues. | Observations, faculty meetings. |
| 8.5 | communicate effectively with parents with regard to pupils’ achievements and well-being. | Observations, parents evenings, calls home |

**Part two: Personal and professional conduct**

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| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. | Comments/Evidence |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, |  |
| A | treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position | Observations, progress review, mentor meetings, witness statement, emails between staff, staff duty, after school activities. |
| B | having regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions | Observations, progress review, mentor meetings, witness statement, emails between staff. |
| C | showing tolerance of and respect for the rights of others  | Observations, progress review, witness statement, emails between staff, staff duty. |
| D | 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 | Observations, progress review, witness statement, emails between staff. |
| E | ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | Observations, progress review, witness statement, emails between staff. |
| F | 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. | Observations, progress review, witness statement, emails between staff, staff duty. |
| G | teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | Observations, progress review, witness statement, emails between staff, staff duty. |