

<b>PART ONE: TEACHING</b>	
<b>TS1: Set high expectations which inspire, motivate and challenge pupils.</b> <ul style="list-style-type: none"> <li><i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i></li> <li><i>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i></li> <li><i>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i></li> </ul>	
<b>Type of evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Mentor observation – Phonics session</b>  <b>With photocopy evidence of outcome from pupils on figurative language task.</b>	This observation was from a targeted phonics session on 1/04/21. My use of challenge has been commended in this observation by my mentor. She also notes that I am encouraging and stretching the children to have reasoning discussions around misconceptions.
<b>Evidence 2:</b>  <b>Photographs of my display boards in my classroom and shared year 2 area.</b>	This demonstrates how I try my best to create a safe and stimulating environment for my pupils through working walls and display boards.
<b>Evidence 3:</b>  <b>Weekly timetable for Seahorses class</b>	Each week we follow the same timetable for AM lessons to ensure the children have a sense of routine to enable the children to feel safe. Early morning work happens every morning before register as the children filter in from 8.30 - 9.00am. This ensures they are coming into a calm atmosphere and are ready to start their day stimulated. Phonics will also happen every day after breaktime so that the children are lined up and ready in their phonics groups with their member of staff at the end of every playtime. This is so that they can begin their phonics session promptly each day.
<b>Evidence 4:</b>  <b>Tagtiv8 maths scheme</b>	This year I have ensured to utilise the Tagtiv8 maths scheme which is an outdoor learning resource for maths to engage and challenge pupils of all abilities. It is especially impactful for

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	our lower ability children to be engaged and have a positive attitude to their learning.
<b>Evidence 5:</b>  <b>P.E lead observation for orienteering history lesson.</b>	<p>This observation was from an outdoor learning history lesson on the Bayeux tapestry using a new orienteering scheme that our P.E lead has brought into [School name removed]. I was commended on how this lesson got the children excited and engaged them. The PE lead also commented on the children being challenged by having to use a map and key to find the different parts of the Bayeux tapestry that were placed around the school grounds.</p>
<b>Evidence 6:</b>  <b>A 'star of the week and core value band' table I have made to keep track on which children have received certificates or core value wrist bands within my class during Summer 1 term.</b>  <b>I have also attached an example of the certificate the children receive weekly.</b>	<p>At [School's name removed] we reward children who have positive attitudes, values and good behaviour with a star of the week certificate each Friday during an assembly. We also reward children who show our core values (based on the British values) with a 'core value band'. The children are extremely proud and competitive to receive these awards and it helps us demonstrate consistently the positive attitudes, values and behaviour which is expected of all pupils.</p>

<b>TS2: Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li><i>be accountable for attainment, progress and outcomes of the pupils</i></li> <li><i>plan teaching to build on pupils' capabilities and prior knowledge</i></li> <li><i>guide pupils to reflect on the progress they have made and their emerging needs</i></li> <li><i>demonstrate knowledge and understanding of how pupils learn and how this impact on teaching</i></li> <li><i>encourage pupils to take a responsible and conscientious attitude to their own work and study.</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Lesson observation: Science (Everyday materials)</b>	<p>This was an observation from a science lesson 23/03/21 on our topic everyday materials. The observation highlights that the children had clearly acquired the knowledge of the scientific vocabulary of properties from the previous lesson showing that we are building on prior knowledge. It is also highlighted that I had discussed a challenge linked to fair testing this was to encourage pupils to take a responsible and conscientious attitude to their own work and push themselves to achieve the challenge.</p>
<b>Evidence 2:</b>  <b>Example of a success criteria grid that was created for children to self assess their Non-chronological report.</b>	<p>Previously when I had worked in KS2 I would use success criteria grids for the children to self-assess their own work ensuring that they are reflecting on the progress they have made and ensuring they are taking a responsible and consciences attitude towards their own work. Towards the end of this year, as the children are approaching the end of KS1 I have been ensuring I introduce this method into my English planning for the children to start becoming even more independent in their learning.</p>
<b>Evidence 3:</b>  <b>Lesson observation – phonics learning walk with phonics lead and English lead.</b>	<p>This observation feedback is from a phonics learning walk on 25/03/21. It highlights that the phonics sessions started with a recap on prior learning with an opportunity to practice spelling of high frequency words from the corresponding phase showing that I am guiding pupils to reflect on their emerging needs. The observation also states that differentiation was clear across all groups and that progress made was evident.</p>

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	This is showing that I am being accountable for the pupils attainment, progress and outcomes.
<b>Evidence 4:</b>  <b>Year 2 recovery plan for the return after lockdown (Spring 1)</b>	<p>After the most recent lockdown this year, myself and the rest of the year 2 team put together a recovery plan of how we felt we could best aid the children on their return from remote learning to recover what the children might have lost/missed out on. We understood that the pandemic had a big impact on the children's learning even though we did provide live lessons for the whole of our timetable until their return, some pupils were not able to access the live lessons or the key worker bubble to benefit from this. Therefore we focused mainly on the core subjects Maths, English and reading and added some intervention groups for afternoon sessions and transition times such as during our early morning work time. We felt this was vital as we are responsible for the pupils attainment, progress and outcomes.</p>
<b>Evidence 5:</b>  <b>Mosspam progress tracker</b>  <b>From Autumn 1 – Summer 1</b>	<p>At [School name removed] we use a data programme called Moss pam to monitor and track the progress the children have made. Each half term we have a data drop where we assess what the children's attainment and progress is at that moment in time. This is another way to help us be aware of the pupils' capabilities and identify the emerging needs of the children throughout the year.</p>
<b>Evidence 6:</b>  <b>Home learning menu and example of returned home made robots from pupils that were displayed in the classroom.</b>	<p>Each week we send the children a 'Home learning menu' that they can choose from for their home learning. They can choose to do as many pieces from the many as they would like. The home learning is always based around the learning they have done at school that week to ensure it is embedded within the children and so that the parents are aware on what we have covered. This example shows that that particular week in English we had been writing</p>

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	<p>diary entries, in maths we had been practicing multiplication and in topic/art we wanted them to be creative and make their own robots based on our core text book The robot and the bluebird. The children are always so responsible and conscientious towards their home learning and we had an abundance of robots the following week to fill up our classroom as well as some fantastic diary entries about their weekend!</p>
<p><b>Evidence 7:</b></p> <p><b>PSHE lesson slides on setting goals and targets and an example of the outcome of a pupil.</b></p>	<p>During this PSHE lesson we focussed on setting ourselves academic goals and targets to try and achieve by the end of this year. We will revisit these on the last week of term for the pupils to reflect on the progress they have made and what they still may need to work on moving into year 3 to achieve these goals and targets.</p>
<p><b>Evidence 8:</b></p> <p><b>Reading comments and targets in reading journal</b></p>	<p>All children at [School name removed] have a reading journal where there can be communication with parents on their child's reading progress. This is extremely helpful for us to continue the guidance to pupils to reflect on the progress they have made and their emerging needs at home when reading with parents or reading alone.</p>

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<b>TS3: Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li><i>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i></li> <li><i>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i></li> <li><i>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</i></li> <li><i>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</i></li> <li><i>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b> <b>Mentor observation – Guided reading session</b>	It was highlighted in this observation that I had good knowledge of phonics and early reading as well as strategies to address and support any misunderstandings. It also demonstrates my secure understanding of the ks1 teaching assessment framework for reading and how to assess effectively.
<b>Evidence 2:</b> <b>Anonymised copy of a pupil's report that will be sent home to parents.</b>	Every year we send home reports to parents explaining how their children have done academically with a personal teacher comment about their social and emotional development throughout the year. It is vital that we ensure the reports and any other correspondence to children and parents, promote a high standard of literacy, articulacy and the correct use of standard English.
<b>Evidence 3:</b> <b>Phonics planning Phase 5</b>	At [School name removed] we are using the 'letters and sounds' scheme for phonics. The scheme uses systematic, synthetic phonics. It follows a specific and methodical approach to teaching phonics to ensure that Childrens reading and writing progresses.
<b>Evidence 4:</b> <b>Lesson observation: Maths</b>	This observation illustrates my competence in providing children with different strategies to support their learning in maths. This particular lesson was a multiplication and division lesson focussing on prior learning of strategies to solve a range of x and ÷ questions including word problems to stretch and challenge.

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<b>Evidence 5:</b>  <b>Long term plan for Geography/History that I rewrote for academic year 2020/2021</b>	This year I demonstrated a critical understanding of developments in our Geography and History topics when I was asked to rewrite the long-term plan overview for year 2. We decided as a year group which topics would engage the cohort best and I mapped out how we could utilise these new topics across the curriculum.
<b>Evidence 6:</b>  <b>Lesson observation – Family tree linked to kings and queens</b>	This lesson was the first lesson for our topic 'kings and queens'. The focus of this topic was to teach the children about the different dynasties throughout British history therefore I felt it was vital for them to understand how a family tree works. I was complimented on my great use of vocabulary such as 'dynasty' 'monarchy' and the use of AFL at the beginning of the lesson so that I could ensure I kept the children engaged.



<b>TS4: Plan and teach well-structured lessons</b> <ul style="list-style-type: none"> <li>• <i>impart knowledge and develop understanding through effective use of lesson time</i></li> <li>• <i>promote a love of learning and children's intellectual curiosity</i></li> <li>• <i>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</i></li> <li>• <i>reflect systematically on the effectiveness of lessons and approaches to teaching</i></li> <li>• <i>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Mentor observation – PE lesson</b>	<p>This observation was on a cricket PE lesson focussing on throwing and catching. I was commended on my good use of timing and pace throughout the lesson, this was very important to me when planning the lesson as certain children in my class tend to find it difficult to stay focussed on a physical activity in groups for long before arguments may arise. I ensured that this lesson consisted of lots of short bursts of different activities to keep the focus and understanding of the task.</p>
<b>Evidence 2:</b> <b>Orienteering lesson</b>	<p>For our topic of Kings and Queens, I wanted to ensure the children were learning about the famous dynasties over time but through different ways to fuel their intellectual curiosity. The first king we were learning about was William the conqueror and the focus was on the Bayeux tapestry and its importance. As this is quite an in depth story that they needed to learn I wanted to make it as practical as possible. I created an orienteering course around the school grounds that had different parts of the story of the battle of Hastings and correlating pictures from the Bayeux tapestry and the children had to work in teams to locate the parts of the story and put them in order on a proforma they had within their teams. After they had located everything we went back to class and shared the story of the battle of Hastings.</p>



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	This really promoted a love of learning within the class.
<b>Evidence 3: Home learning Menu and evidence of a returned piece of home learning.</b>	Home learning is set every week to consolidate and extend the knowledge and understanding pupils have acquired. The home learning is always based around the learning they have done at school that week to ensure it is embedded within the children and so that the parents are aware on what we have covered. The example shows that this particular week we were learning about part, part whole models in Maths, writing letters in English and in Art we had been looking at the artist Picasso.
<b>Evidence 4: CPD handouts and notes from a CLPE reading course.</b>	As I have been in charge of planning English this term I asked if I could attend the CLPE reading and writing course alongside the English lead for CPD. As a school we use the CLPE power of reading scheme for English therefore I found it incredibly helpful as the course gave an insight in strategies not only to aid early readers and developing readers but on how to best utilise the Power of reading planning resources. Going to this course helped me to reflect systematically on the effectiveness of the lessons I am planning and In my thinking for my approaches to teaching.
<b>Evidence 5: Summer 1 English mid-term plan</b>	As we have taken on a new English scheme this year at [School name removed] I have been responsible for the choosing of the core texts we use in English lessons. I created a mid-term plan using the national curriculum standards for year 2 to map out what we will cover in summer 1 term. This has shown my contribution to the design and provision of an engaging curriculum within my relevant subject area.

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<p><b>Evidence 6:</b>  <b>Science lesson observation with feedback and reflections.</b>  <b>Slideshow print out and proforma for next science lesson with feedback and reflections actions.</b></p>	<p>In this observation with the deputy head teacher she highlighted that I could have used a prewritten proforma that includes the key aspects such as predictions, results, conclusions and reasoning as one of my priorities for development. On reflection I agreed that this will be very beneficial for the children's understanding of the steps of an experiment and will be better to embed the steps that are regular when it comes to scientific experiments. I made sure to plan an experiment for the following week where I could action this. On my slideshow I broke down each step and explained it to the children and we worked through the proforma together as a class.</p>
<p><b>Evidence 7:</b>  <b>Planning for Art curriculum and example of outcomes from pupils.</b></p>	<p>Coming from an artistic background with a degree in art I am extremely passionate about Art being an integral part in the curriculum and wanted to contribute to the design and provision of the art curriculum in year 2. I created a mid-term plan on the topic of 'Portrait artists' where the children would learn about a different portrait artist each week and create a portrait of themselves in the style of that artist. We then hung their portraits proudly around the classroom as an art gallery.</p>
<p><b>Evidence 8:</b>  <b>Fairy tales topic introduction/hook lesson plan, slideshow print out and resources made.</b></p>	<p>When starting our new topic 'Fairy tales' I wanted to promote a love of learning and the children's intellectual curiosity. I did this by sticking a pretend fairy door in the year 2 communal area, each class received a letter from a mysterious fairy tale character who had left many different clues in their letter as to who they might be. The children discussed and predicted who they thought was behind the door by using inference from the letter and from knowledge they already had about different fairy tales. The children were so</p>

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	<p>excited and curious as to who the character was and there were conversations about it on the playground throughout the whole week!</p> <p>We left the children in suspense until the end of that week and then revealed it was...</p> <p>The wolf from little red riding hood!</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</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</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</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 be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b> <b>Mentor notes on differentiation</b> <b>Examples of personalised writing frames.</b>	<p>I have been commended by my mentor in these notes for providing good differentiation in my English planning this year. I try my utmost to scaffold appropriately for all levels of learners by providing word banks, personalised writing frames and shared writing opportunities. To stretch and challenge my greater depth children I provide a WAGOLL in my inputs which also will include year 3 skills that we can discuss and unpick.</p>
<b>Evidence 2:</b> <b>Observation from Mark Bettenev</b> <b>Highlighting differentiation.</b>	<p>For my initial observation to start the AO route with Mark the children were writing Non-chronological reports on Space. This was the last lesson in a sequence of lessons leading up to this where the children had researched and then organised their research into paragraphs. Mark highlights that there is differentiation by task and by TA support and then comments there is also selective differentiation when I give the children the option to get started if they think they are ready or stay with me do to a shared write for their introduction.</p>
<b>Evidence 3:</b> <b>SEN/LA intervention group</b> <b>observation by SENCO (Mrs Botley)</b>	<p>After a previous discussion earlier in the year with my SENCO on my concerns about two children in my class possibly needing speech and language referrals I asked her to come and observe the small intervention group that I have been working with to ensure I was giving them the support they needed during English lessons.</p>

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	The SENCO was complimentary of the teaching approaches that I have been using to engage and support them.
<p><b>Evidence 4:</b>  <b>Email from family liasion officer explaining the background of the new EAL starter was joining Seahorses.</b></p> <p><b>EAL writing support information.</b></p> <p><b>Childs writing at the start of her time at [School name removed] and a piece of writing now to show improvement.</b></p>	<p>At the beginning of this year we had a new starter from Hong Kong with limited speaking, writing and reading in English. As she joined the school during remote learning she was invited in to join the key worker bubble provision for year 2 that I was in charge of. to give her a head start at easing into school life in England. I spoke to my SENCO about what ways I could best support her and she gave me a useful print out on games and writing task ideas to help aid her with her reading, writing and speaking. During the keyworker bubble the new starter spent each morning either reading 1:1 with the TA or doing one of the tasks with myself and a different child each day on rotation whilst the other children completed their usual early morning tasks. I also provided her with a picture dictionary and some picture cards to aid her In her writing. This was really effective and by the time we all came back to school after half term she had become much more confident with her writing and reading.</p>
<p><b>Evidence 5:</b>  <b>Re-organisation of classes for next year</b></p>	<p>Next year the current cohort I am working in will be mixed into two new classes as the abilities and needs of the children is unfairly distributed between the two classes. I was asked by the head teacher to put together a new class list of the children as I know them all very well having worked across both classes throughout the year and therefore have an awareness of the physical, social and intellectual development of these children. I have ensured that they are now equally shared based on ability levels and social and emotional needs.</p>
<p><b>Evidence 6:</b></p>	<p>Whenever I would like my TA to work with a focus group doing a differentiated task I ensure to write a plan for her to follow with prompt</p>

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<p><b>Example of planning provided for my TA when working with a focus group.</b></p>	<p>questions she might like to ask them and a challenge she can give them if she feels that they have successfully completed the learning intention given. This is so the focus group of children will be taught effectively for their level of ability but can also be stretched and challenged too.</p>
<p><b>Evidence 7:</b> <b>Lesson observation: Maths</b></p> <p><b>Focussing on challenge for those of higher ability</b></p>	<p>During the week of this lesson observation we had been focussing on multiplication using arrays. The greater depth children were secure in their knowledge of this and needed to be pushed and challenged further whilst consolidation was carried out with the rest of the class. I had a group of 6 children who worked in pairs against each other to identify different multiples of numbers and introduced them to the vocabulary of factor pairs. It was highlighted in the observation that all children were engaged and challenged.</p>

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<b>TS6: Make accurate and productive use of assessment</b> <ul style="list-style-type: none"> <li><i>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i></li> <li><i>make use of formative and summative assessment to secure pupils' progress</i></li> <li><i>use relevant data to monitor progress, set targets, and plan subsequent lessons</i></li> <li><i>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Cross trust moderation</b>	<p>Every term we have a cross trust moderation with the year 2 teachers from the other 3 primary schools within our trust to ensure we are accurately assessing against the statutory assessment requirements. This is across all core subjects in line with the curriculum objectives.</p>
<b>Evidence 2:</b>  <b>Mentor observation notes: English/SPAG activity.</b>  <b>Example of SPAG activity.</b>	<p>As I am responsible for the planning of English this term, I have ensured to use formative assessment to aid the areas for improvement in year 2. These areas of weakness are identified through lesson success criteria not being met and end of term assessments results being used as a gap analysis.</p>
<b>Evidence 3:</b>  <b>Pupil progress meeting</b>	<p>Twice a year we will have a pupil progress meeting with the head teacher and SENCO to discuss the children's progress and any concerns of the children's needs. This is a great way to use relevant data to monitor progress and set targets. In this particular meeting i raised my concerns of speech and language issues with two pupils in my class. Since then, this has been actioned and they have both received initial assessment with a speech and language therapist which will really assist their progress moving up in the school.</p>
<b>Evidence 4:</b>	<p>As a school we use a reading age assessment programme to assess children's reading ages. This data supports our in class</p>



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<b>Reading age assessment</b>	data and informs any additional interventions or support needed.
<b>Evidence 5:</b>  <b>Phonics intervention timetable</b>	As the children missed their phonics screening in year 1 due to lockdown, at the beginning of the year we did a phonics screening to enable us to create an intervention timetable for all of the children who did not pass. Each term we reassess to see the children's progress and adjust the phonics phases needed to be recapped. We will redo the phonics screening at the end of summer 2.
<b>Evidence 6:</b>  <b>Baseline assessment at the beginning of Year 2</b>	At the beginning of the year we completed baseline assessments for Maths and English. This was especially vital after prolonged periods of missed education during their time in year 1. We then used the data to plan subsequent lessons and make targets for the children.
<b>Evidence 7:</b>  <b>3X Response marking examples</b>  <b>SEN, MA, GD</b>	These pieces of evidence demonstrate my effective use of response marking for children of all abilities. Response marking is regular in the children's books and follows on from verbal feedback given during the lesson in relation to the success criteria.

<b>TS7: Manage behaviour effectively to ensure a good and safe learning environment</b> <ul style="list-style-type: none"> <li><i>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</i></li> <li><i>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</i></li> <li><i>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</i></li> <li><i>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Mentor observation:</b>  <b>Minutes from a sanction meeting with a child after poor at lunch time.</b>	<p>Due to child protection issues my mentor has sat in any in depth discussions with this particular child over the course of the year to ensure that there is a witness present if anything is disclosed. In this particular matter, the child had had an altercation with another child where he had hit them. It is noted in this observation that I managed the behaviours from both children in a fair and appropriate manner in line with our schools behaviour policy. In addition to this is it highlighted that due to the sensitivity of what was disclosed by the child in regards to his home life I did not risk asking any leading questions in line with our safeguarding policy.</p>
<b>Evidence 2:</b>  <b>Seating plan for behaviour management</b>	<p>This seating plan is an example of one aspect of my classroom management techniques. By seating the children in well thought out positions this creates a productive learning environment that aids my ability to manage the class effectively and promote good and courteous behaviour in the classroom.</p>
<b>Evidence 3:</b>  <b>Child's behaviour sticker chart</b>	<p>After a pupil showed difficulty settling back into school routine and behaviour expectations after half term, I created a behaviour chart to help motivate and encourage positive behaviour in the classroom with the opportunity for rewards and praise. This strategy was successful as I</p>

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	only needed to keep him on the behaviour chart for 3 weeks. After this the pupil has been able to take an independent approach to managing for his behaviour.
<b>Evidence 4:</b>  <b>Lesson observation: Maths</b>	<p>In an outdoor learning activity for a maths lesson, it was observed that the same high expectations of behaviour I expect in the classroom continues outside of the classroom. Mrs Mullen states that this is made possible due to the positive relationships I have with the children.</p>
<b>Evidence 5:</b>  <b>Class charts behaviour management system</b>	<p>Class charts is a behaviour management system that we use at [School name removed] where the children gain positive points that cohere with our schools core values. Children can gain positive points throughout the day from any member of staff therefore this promotes polite, kind and positive behaviour both in the class room and around the school. Children can also be given a negative point for poor behaviour.</p>
<b>Evidence 6:</b>  <b>Pupils individual behaviour plan evidencing a good relationship maintained with the pupil.</b>	<p>At the beginning of year 2 I was teaching across both year 2 classes and formed a good relationship with a child in the other class. This child in particular struggles to manage friendships and has a strong distrust of adults. Over the year It has become apparent that he trusts me and is motivated to do well when working together. During lockdown OP was invited in to the key worker bubble for year 2 with me. He gained a lot of confidence in his learning and formed a great friendship with another child which he has sustained since.</p>

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<b>TS8: Fulfil wider professional responsibilities</b> <ul style="list-style-type: none"> <li><i>make a positive contribution to the wider life and ethos of the school</i></li> <li><i>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</i></li> <li><i>deploy support staff effectively</i></li> <li><i>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i></li> <li><i>communicate effectively with parents with regard to pupils' achievements and well-being.</i></li> </ul>	
<b>Evidence</b>	<b>This demonstrates ....</b>
<b>Evidence 1:</b>  <b>Whole trust inset day – focus on instructional coaching and supporting excellence</b>	<p>This term we had a whole trust inset day across the primary and secondary schools. There were two external speakers invited in to train us on instructional coaching and member of the trust who spoke about teaching techniques and strategies that they use in the classroom. This was an informative day where I was able to interact and build professional relationships with colleagues.</p>
<b>Evidence 2:</b>  <b>Parent survey feedback</b>	<p>Each year the school invites parents and staff to respond to a survey voicing their opinions on the school and the teaching provided. Here are two examples from the survey feedback that mentioned my positive contributions to their children's experience this year.</p>
<b>Evidence 3:</b>  <b>Character reference from two year 6 teachers on the contributions I have made to the school using my creative background</b>	<p>As I have a background in videography I have utilised these skills within the wider life of the school by directing, filming and editing the year 6 leaver videos and videos filmed in lockdown to boost the morale of the staff and children and keep us all connected. I have also filmed and made DVD's of the year 6 play in 2019 that was sold to raise money for the school. Two of the year 6 teachers wrote me a character reference confirming my role in these activities.</p>
<b>Evidence 4:</b>  <b>Positive behaviour letter home to parent</b>	<p>(Please see TS7 evidence piece number 6 to understand background of child). I thought it was important to praise the good behaviour this child had shown since returning from remote learning and encourage a positive home/school relationship with the parent as there had recently been lots of communication in regards to our concerns. The pupils efforts had also been noticed by many staff members within the year</p>

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	group. By sending this letter I feel that it had helped to gain a more effective relationship with the parent which is essential for the child's progress and well-being.
<b>Evidence 5:</b>  <b>Email correspondence from English lead for advice and specialist support</b>	<p>I had approached the English lead for some advice and specialist support with my lower ability children who were working at early year 1 level and were struggling to access particular tasks. Miss Gidei gave me scaffolding ideas to engage the children and I have used these consistently since.</p>
<b>Evidence 6:</b>  <b>Child report for effective communication with parents with regard to pupils achievements.</b>	<p>Here is an example of one of the reports that will be sent out to parents at the end of term. It is important to have effective communication with parents in regards to their child's academic achievements in order to best support the child in progressing as they move through the school and voice concerns. It is also important to discuss the child's emotional and social well-being. This is evident in the teacher comment box where I talked in length about this particular child settling into [School name removed] well, after joining during lockdown.</p>

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

**Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
- *having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*
- *showing tolerance of and respect for the rights of others*
- *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*
- *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.<sup>1</sup>*

**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**

**Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

<sup>1</sup> Maintained schools have obligations in law to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness) and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values. Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Evidence	Evidence
<p><b>Evidence 1:</b> <b>Character reference from:</b></p> <ol style="list-style-type: none"> <li><b>Headteacher</b></li> <li><b>Senco</b></li> </ol>	<p>Character references from the head teacher and SENCO confirming my role as a teacher at [School name removed] primary school and highlighting my high standards of personal and professional conduct. I have built and maintained professional relationships with both staff and pupils and continue to develop these as well as my practice.</p>
<p><b>Evidence 2:</b> <b>Attendance record sheet</b></p>	<p>I pride myself on the punctuation and attendance that can be seen in this report. This sets a good example to the children and demonstrates my work ethic.</p>

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<b>Evidence 3: Be a purple person PSHE assembly</b>	<p>This piece of evidence is a PSHE assembly I presented to KS1. This assembly was to promote and maintain a high standard of ethics and behaviour amongst the children which also touched on the core values of the school which are based on the British values.</p>
<b>Evidence 4: PREVENT training certificate Keeping children safe in education training certificate</b>	<p>Training received to broaden my knowledge and understanding on safeguarding issues that could arise in education and how to act within the statutory frameworks which set out my professional duties and responsibilities.</p>
<b>Evidence 5: Legoland school trip timetable, risk assessment and organisation</b>	<p>This risk assessment was from a recent trip to Legoland Windsor which was vital for the trip to take place and ensure the safety of all adults and pupils involved. The risk assessment highlights any risk and potential dangers that could have incurred on the trip and actions to de-escalate the situation.</p> <p>A copy of this was given to and discussed with every adult attending the trip to ensure we all upheld public trust in the profession and maintained high standards of ethics and behaviour, within and outside of school.</p>
<b>Evidence 6: Character reference from PSA chair</b>	<p>Statement from KH the Parents school association chair outlining the additional support I have given to the wider school community.</p>
<b>Evidence 7: British values/ Corevalues link</b>	<p>At [School name removed] we have 9 core values which are based on the British values. I am a role model for these core values at school and promote them not only in my class but across the whole school.</p> <p><u>Breakdown of the core values link to core values</u></p> <p>Respect: Mutual respect and tolerance for other faiths and cultures, age and sex.</p>



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	<p>Effort: To think and recognise efforts of others.</p> <p>Responsibility: For yourself, around others and the environment.</p> <p>Kindness: Be kind to all not judging anyone.</p> <p>Honesty: Be honest with yourself for a happier life, being true to yourself. Honest to others, tell the truth and be law abiding.</p> <p>Acceptance: Acceptance of cultures, ages, disability differences.</p> <p>Fun: Have fun and enjoy all that you do.</p> <p>Creativity: the ability to change and make better.</p> <p>Integrity: To be an upstanding citizen and make the right choice.</p>
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