**Assessment Only evidence skeleton.**

The following table contains examples of sources that you might choose as evidence against the standards. These are not exemplars, or requirements. You should see these as a menu, not a road map, although you are likely to find comments and grades from a range of your mentor’s fortnightly review notes to be rich seams for evidence. There is some repetition of evidence types across the standards.

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| Standard | Evidence suggestions |
| TS 1 Set high expectations which inspire, motivate and challenge pupils | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS1 grade descriptors. * Identification from your plans or from your reflections of a range of teaching strategies you have used to engage pupils, and explanations of why the strategies were chosen or successful (or if they were not, why not). * Photographs of part or all of your classroom or learning environment with identification of why the features were chosen or successful. * Photographs or descriptions of a range of resources you have used, with identification of why the features were chosen or successful. * Identification of important routines in your classroom or learning environment with brief annotated explanations of why they are chosen or successful. |
| TS 2 Promote good progress and outcomes by pupils | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS2 grade descriptors. * Annotated plans showing that you are planning for pupil progress (perhaps series of lessons, or specific awareness of prior learning of groups or individuals) * Evidence of your familiarity and use of your school’s pupils tracking processes. * Demonstration through your reflections of an awareness of how children learn, and how you build on such learning strategies. * Identification through plans or reflections of strategies in which you help children to take responsibility for their own learning, with explanation of why the strategies are chosen or successful. * Demonstration of your awareness and use of your school’s assessment and marking policies. * Demonstration through annotated plans or reflections of your understanding of the efficacy of your assessment and marking strategies. * Demonstration through plans of your commitment to the pupils’ correct and regular use of the vocabulary of your subject(s). * Demonstration of your spontaneous or planned use of plenaries and mini-plenaries, and explanation of why their use is necessary or helpful, and for whom. |
| TS 3 Demonstrate good subject and curriculum knowledge | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS3 grade descriptors. * Demonstration through annotated plans of your understanding and consistently correct use of the vocabulary of your subject(s). * Demonstration of your awareness of the need to adapt your language and vocabulary to suit the age of your learners (secondary apprentices might demonstrate this by comparing plans from different key stages) * identification of what general or subject-specific theoretical perspectives underpin your pedagogy. * Evidence of CPD * Through reports, reflections and/or marking of children’s work, demonstrate the quality of your own use of written Standard English. * Demonstrate your understanding of, and commitment to, synthetic systematic phonics. |
| TS 4 Plan and teach well-structured lessons | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS4 grade descriptors. * Identification of important aspects of your plans with annotated brief explanation of why they are chosen or successful (for example your purposeful use of modelling, or promotion of talk). * Identify through annotated plans the extent to which you have planned sequences of lessons. * Identify through annotated plans the extent to which you have planned with specific children or groups of children in mind. * Identify through annotated plans the extent to which assessment intentions have informed your planning. * Identify through annotated plans the extent to which behaviour management is considered in your plans (seating arrangements, specific activities, rewards and sanctions, sequences of activities) * Evidence that you have planned homework and identify how it extends or consolidates learning. * Through plans and reflections, identify how you have been involved in remote learning during lockdown, and what you have learnt about its efficacy (and efficacy for what?) * Identify the extent to which you have planned independently, and as part of a team. How much of a contribution have you made to the content or delivery of the curriculum? How? |
| TS 5 Adapt teaching to respond to the strengths and needs of all pupils | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS5 grade descriptors. * Identify through annotated plans the extent to which you have planned with specific children or groups of children in mind. * Identification through annotated plans or reflections of your awareness of the barriers to learning that children may experience individually or collectively. * Identification through annotated plans or reflections of strategies you have used to minimise or to help children to overcome barriers to learning that they may experience. * Identify through annotated plans the extent to which behaviour management is considered in your plans (seating arrangements, specific activities, rewards and sanctions, sequences of activities) * To demonstrate your awareness of school policies, processes, resources, or personnel which help to stretch and support children in their learning. * Identify through reflections the strategies for inclusion which you have found to be most or least successful, and identify why. |
| TS 6 Make accurate and productive use of assessment | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS6 grade descriptors. * Identify through annotated plans the extent to which assessment intentions have informed your planning. * Evidence of your familiarity and use of your school’s pupils tracking processes. * Demonstration of your awareness and use of your school’s assessment and marking policies. * Demonstration through annotated plans or reflections of your understanding of the efficacy of your assessment and marking strategies. * Demonstration through annotated plans of your understanding and use of formative and summative assessment. * Demonstration of your spontaneous or planned use of plenaries and mini-plenaries, and explanation of why their use is necessary or helpful, and for whom. * Demonstration through your plans of your understanding of Assessment of Learning, and Assessment for Learning. To what extent are children active participants in their assessment, individually and collectively? |
| TS 7 Manage behaviour effectively to ensure a good and safe learning environment | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS7 grade descriptors. * Identify through annotated plans the extent to which behaviour management is considered in your planning (seating arrangements, specific activities, rewards and sanctions, sequences of activities) * Demonstration of your awareness and use of your school’s behaviour management policies and procedures. * Demonstration of your awareness and use of your school’s policies and procedures regarding safeguarding and bullying, including cyber and homophobic bullying. * Identification of important routines in your classroom or learning environment with brief annotated explanations of why they are chosen or successful. * Evidence of your use of whole-school processes when dealing with children exhibiting very challenging behaviours. |
| TS 8 Fulfil wider professional responsibilities | * Comments and grades from a range of your mentor’s fortnightly review notes or reports which highlight the TS8 grade descriptors. * Identification of ways in which you contribute to the life of your school beyond your classroom. * Identification of curriculum or pastoral responsibilities you have in the school, and how you have been successful in those responsibilities. * Evidence of your engagement with parents. * Evidence of collaborative working (planning, team-teaching, school events, trips, school initiatives) |
| Part 2 Personal and Professional conduct | * **You will be very dependent here on comments and grades from a range of your mentor’s fortnightly review notes and reports which highlight the Part 2 grade descriptors**. These will include such things as * Demonstration of your awareness and use of your school’s policies and procedures regarding safeguarding, including Prevent. * Demonstration of your awareness and use of your school’s policies and procedures regarding Fundamental British Values. * Demonstration of your understanding of the scope of the professional duties of teachers. * Identification of ways in which you have treated pupils or parents with dignity. * Identification of ways in which you have shown tolerance of the rights or beliefs of others (pupils, parents, or colleagues) * Identification of your strong professionalism (punctuality, adherence to dress codes and codes of language use, satisfaction of responsibilities, reliability, work-ethic, resilience, adaptability) |

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