

	<i>PRE-Course UG Phase 1</i>	<i>UG Phase 1</i>	<i>UG Phase 2</i>	<i>UG Phase 3</i>	
	<i>PG Phase 1</i>		<i>PG Formative Action Planning Stage ONLY</i>	<i>PG Phase 2</i>	
	<i>Expected Progress 'Curious Phase'</i>	<i>Expected Progress 'Emerging Phase'</i>	<i>Expected Progress 'Embedding Phase'</i>	<i>Expected Progress 'Securing Phase' by the Progress Review. Student teachers must have met the Teachers' Standards by the end of the final placement.</i>	<i>Exceeding Expectations 'Autonomous Phase'</i>
	<i>During pre and early course, students familiarise themselves with their legal and ethical duties as part of entering the teaching profession.</i>	<i>The student works with their mentor and Link Tutor to set objectives for their own professional development.</i>	<i>The student works with their mentor and Link Tutor to identify and address targets for their professional development and is responsive to mentoring and coaching. They can evaluate the impact of their teaching on pupils' learning with the support of their mentor.</i>	<i>The student proactively identifies and addresses their own professional development with the guidance of their mentor and Link Tutor. They can accurately self-evaluate the impact of their teaching on pupils' learning. They respond positively to mentoring and coaching.</i>	<i>The student can independently identify areas for continual professional development (CPD). The impact of their teaching on pupils' learning is fully evident. They respond to mentoring and coaching with professional courtesy.</i>
	<i>Becoming a professional (TS1, TS8, Pt2)</i>				
The student understands and is aware of the need to uphold the legal, statutory and ethical	The student understands their responsibility to uphold high standards of professional conduct which contribute to public trust and respect in the teaching profession, in line with <i>LBU's Carnegie School of Education's Student Contract</i> . They have a sound understanding of what sorts of behaviour, disclosures, and incidents to report in relation to safeguarding, including understanding the need to safeguard themselves, for example in the use of social media. They understand the importance of				

<p>duties and frameworks that people in the teaching profession are expected to observe.</p>	<p>managing their personal and professional wellbeing, including workload and are aware of resources available at university, to support their wellbeing.</p>				
<p>Learning from experts; developing a teacher identity.</p>		<p>With support from experienced colleagues, the student can reflect on their practice. They learn from observing experienced colleagues. They begin to explore their 'Teacher identity' by thinking about the teacher they aspire to be.</p>	<p>The student can reflect on their practice, drawing on selected evidence and advice from experienced colleagues. They begin to justify and evaluate the pedagogical choices they make. They learn from observing experienced colleagues. They can articulate their 'Teacher Identity' by demonstrating confidence in their teacher role in the classroom.</p>	<p>The student can critically reflect on their practice, using a range of evidence, and justify and evaluate the pedagogical choices they make. In doing so they articulate their 'Teacher Identity'.</p>	<p>The student uses research and evidence to consistently reflect on practice both with and in collaboration with other colleagues. They actively seek out opportunities for further professional development and make a regular effort to advance their own practice. They can confidently articulate their 'Teacher Identity'.</p>
<p>Responding to feedback.</p>		<p>The student can respond to feedback from experienced colleagues, listening to and beginning to adapt their practice where needed.</p>	<p>The student seeks feedback to improve their practice. They respond positively and demonstrate the ability to adapt their practice in response to feedback.</p>	<p>The student is proactive in seeking feedback. They make rapid adaptations to their practice and demonstrate the ability to reflect and engage in professional dialogue.</p>	<p>The student can synthesise both their own and wider practices in a cycle of feedback and development to consistently improve teaching and learning in dialogue with experienced colleagues.</p>

Communicating with parents and the wider community		The student recognises the importance and value of communication with parents and carers and contributes positively to the wider school community.	The student seeks opportunities to engage with and communicate with parents and carers and begins to build effective professional relationships within the school community.	The student communicates positively and professionally with parents and carers. They collaborate effectively within teams to build and maintain effective professional relationships.	The student actively and positively creates and sustains positive relationships with parents and carers within the wider school community to enhance the learning experience of the pupils.
Working with other adults.		The student can work collaboratively with other adults in the classroom, developing their communication skills.	The student communicates positively with teaching assistants and other adults to support learning.	The student communicates positively and professionally with colleagues in the wider school or setting and collaborates effectively with Teaching Assistants when planning and evaluating learning.	The student sustains positive and productive relationships with all adults in the classroom and the wider multi-disciplinary team. Consequently, all adults, including Teaching Assistants, are always well prepared to support pupils' learning effectively over time.
The professional Teacher.		The student demonstrates good personal and professional behaviours in their dress, punctuality, attendance and communications in the school or setting. They are confident in their understanding of their safeguarding responsibilities.	The student demonstrates high standards of personal and professional conduct and demonstrates high standards in their attendance and punctuality. They are confident in their understanding of their	The student consistently demonstrates high standards of personal and professional conduct and maintains high standards in their own attendance and punctuality. They are	The student actively contributes to effective professional relationships across the whole school, supporting colleagues and teams to achieve shared goals.

			safeguarding responsibilities. The student is aware of their responsibilities in relation to equalities legislation.	confident in their understanding of their statutory safeguarding duties and perform all roles and responsibilities associated with the role of early career teacher.	
Workload, resilience & wellbeing		The student is beginning to develop resilience and effective time management skills whilst on placement and seeks support to manage their wellbeing and workload where needed.	The student can manage their time effectively, demonstrating good time management skills in placement and seeks support to manage their wellbeing and workload where needed.	The student fully understands the importance of managing their personal and professional wellbeing, including workload; they know how to access available support to manage their wellbeing if required.	The student manages their workload effectively, taking a proactive approach and demonstrating a resilient attitude.
	<i>Behaviour management (TS1, 7)</i>				
Policy		With support, the student promotes positive behaviour for learning by implementing the school policy when working with small groups and under the direction of the class teacher.	The student promotes positive behaviour for learning by working with the school policy and promoting a classroom environment that is conducive to learning.	The student proactively contributes to a positive classroom and wider school environment for learning with high levels of respect and trust. They consistently	High expectations are co-created with pupils and evident in all elements of their classroom practice and the wider school environment.

				communicate high expectations of the pupils they work with and develop high levels of mutual respect which promote positive behaviours for learning.	
School Ethos		The student supports the class teacher in promoting classroom routines in line with the school ethos; they demonstrate positive verbal and non-verbal communication in the classroom and wider school or setting.	With support, the student can promote classroom routines in line with the school ethos and begins to manage transitions in learning through clear instructions and consistent verbal and non-verbal communication to maximise learning time and the wellbeing and safety of pupils.	The student can establish and promote classroom routines in line with the school ethos and confidently manage transitions in learning through clear instructions and consistent verbal and non-verbal communication to maximise learning time and the wellbeing and safety of pupils.	The student always demonstrates exemplary standards of professional integrity and values, in relation to the school ethos, which is reflected in the pupils' behaviour. As a result, the school ethos is exemplified in the pupils' behaviour for learning.
The Learning Environment		The student recognises the importance of the learning environment and can contribute to this to promote pupil engagement.	The student contributes actively to a positive classroom environment for learning, and they communicate high expectations for all pupils. They are well respected by learners, and they	The student consistently promotes positive behaviour for learning by working with colleagues and the school policy and actively developing a classroom	The student uses a range of sophisticated strategies to create a positive learning environment, in which pupils take full responsibility for their learning. The student ensures there is no loss of learning time.

			promote positive behaviours for learning in line with the school ethos.	environment that is conducive to learning with high levels of pupil engagement.	
	<i>Pedagogy (TS 2,4,5)</i>				
Teaching Approaches		The student can rationalise why a particular teaching approach is used and can begin to relate this to an understanding of how children learn.	The student can justify their pedagogical choices and relate these choices to an understanding of how children learn.	The student confidently justifies their pedagogical choices. They demonstrate a secure understanding of how children learn along with an understanding of the analogies, illustrations, concrete and abstract examples and retrieval and spaced practices that secure understanding and build fluency.	Additionally, the student consistently makes effective pedagogical choices in order to capitalise on all unplanned learning opportunities, thereby demonstrating an advanced understanding of how children learn.

Lesson sequences		The student observes (and may contribute to) planning of a sequence of lessons. They may assist, co-deliver or – when confident – lead the delivery of these.	The student is beginning to plan from pupils' starting points and, with support, can sequence learning to secure understanding before introducing more complex content. They begin to introduce repetition, practice and retrieval of key knowledge and skills.	The student, with increasing confidence, can plan from pupils' starting points and is able to sequence learning to secure understanding before introducing more complex content, planning for repetition, practice and retrieval of key knowledge and skills.	The student demonstrates a comprehensive understanding of how pupils learn.
Adapting Lessons for pupils with SEND		The student supports pupils with additional needs under the guidance of the class teacher.	The student can adapt lessons for pupils with additional needs with the support of experienced colleagues or following expert input.	The student can confidently adapt lessons for pupils with additional needs and work collaboratively with other adults (e.g., Teaching Assistants) and the SENCO or DSL.	The student proactively, consistently and creatively ensures all pupils' needs are met through a variety of approaches.
Barriers to Learning		The student begins to be aware of possible barriers to learning and seeks the advice of experienced colleagues to understand pupils' individual learning needs.	The student begins to recognise barriers in learning that their pupils may experience and, with guidance, supports those pupils with additional needs in the class, taking advice from the SENCO and experienced colleagues where appropriate.	The student recognises barriers in learning that their pupils may experience and supports those pupils with appropriate interventions and effective management of other adults in the classroom. They	The student has a comprehensive understanding of pupils' differing additional needs, underpinned by research, and skilfully implemented in the classroom.

				independently create these interventions or take advice from the school-based mentors and/or SENCO.	
Planning		The student interprets the school's planning and/or co-plans with their mentor to prepare for future learning.	The student, with increasing independence, reviews and reflects on their planning, beginning to judge the impact of their teaching on the learning of individuals and groups of pupils; this may still be with the support of their mentor.	The student independently adapts teaching approaches within individual and, increasingly, across a sequence of lessons in response to meeting the needs of their pupils.	The student's planning consistently reflects recent developments in subject specific pedagogy that supports learning for all pupils and may inform innovative teaching by school colleagues.
Questioning and communication		The student models good spoken communication, is aware of the need to encourage high quality talk in the classroom and aims to implement these expectations when working with pupils.	The student is able to plan for and promote high quality talk in the classroom; they develop their use of questioning (with a limited range of techniques) and model good spoken communication.	The student is confident in planning for and promoting high quality talk in the classroom with a skilful use of a wide range of questioning and opportunities for pupils to explore their thinking.	The student consistently promotes high quality talk within the wider learning environment.

Teacher modelling		The student learns from the observation of experienced teachers and begins to reflect on what they notice and observe.	The student develops confidence in using teacher modelling and scaffolding to help learners secure their understanding and recall, whilst developing their skills in subjects across a limited, but growing, curricular range.	The student confidently and consistently uses teacher modelling and scaffolding to help learners secure their understanding and recall and develop their skills in subjects across the full curricular range.	Additionally, the student develops the skills of others through sharing in professional learning and CPD.
Adapting Lessons for differentiation		The student observes how their mentor meets the needs of all pupils and tries to replicate this when teaching. The student develops their understanding for the need to differentiate in this manner.	With support, the student can adapt lessons, with flexible approaches so that most pupils meet expectations and are able to progress their learning.	The student responds proactively and consistently to the needs of individual learners and secures at least satisfactory levels of engagement in learning from all pupils.	The student's teaching and learning is consistently adapted to meet existing and emerging needs., securing high levels of engagement in learning from all pupils.
Securing pupils' learning		The student observes the use of analogies, illustrations and concrete examples that contribute towards pupils' secure understanding.	With support, the student begins to recognise the analogies, illustrations, concrete and abstract examples and retrieval and spaced practices that secure understanding and build fluency; and develops them in their practice.	The student independently facilitates the use of analogies, illustrations, concrete and abstract examples and retrieval and spaced practices to help secure all pupils understanding and build fluency.	In addition, the student enables pupils to select the best learning strategies for them to make progress.
Curriculum (TS3)					

Subject Knowledge		The student researches and starts to develop their subject knowledge across a small range of subjects, including English and mathematics; and with support begins to apply this knowledge to identify the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught.	The student demonstrates secure subject knowledge across the range of subjects they teach, including English and mathematics; and begins to apply this knowledge to identify the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught.	The student demonstrates comprehensive subject knowledge across the full curricular range of subjects taught, including English and mathematics; and they apply this knowledge in identifying the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught.	The student demonstrates exemplary subject and curriculum knowledge and understanding of key concepts. They can critically reflect upon and articulate a pedagogical rationale for the selection of these approaches in order to maximise learning.
Systematic Synthetic Phonics (Primary ONLY)		Systematic Synthetic Phonics: when teaching early reading the student begins to demonstrate an understanding of SSP through observing an expert teacher delivering SSP sessions, either in their own placement class or have observed an expert teacher in a Reception or Key Stage 1 class and discussed those observations in detail with their mentor.	Systematic Synthetic Phonics: When teaching early reading the student demonstrated a sound understanding of SSP through the confident use of domain specific vocabulary. When teaching a discrete SSP session with either a small group or the whole class, the student can plan and deliver it independently using the school's SSP scheme.	Systematic Synthetic Phonics: when teaching early reading the student demonstrates a well-developed understanding of SSP using domain specific vocabulary confidently. If teaching in a Reception or Key Stage 1, they can plan and deliver sequences of SSP sessions independently using	Systematic Synthetic Phonics: when teaching early reading the student demonstrates confidence in planning and teaching SSP and recognises how this supports wider reading and writing and its application in other subjects.

				the school's SSP scheme. If the student is working with specific KS1 or KS2 children who need additional support with their reading, they understand the importance of providing targeted additional SSP support where appropriate.	
Mathematics (Primary ONLY)		Mathematics: when teaching mathematics, the student begins to demonstrate an understanding of appropriate teaching strategies (see Pedagogy section).	Mathematics: when teaching mathematics, the student demonstrates a sound understanding of appropriate teaching strategies (See Pedagogy section).	Mathematics: when teaching mathematics, the student demonstrates a well-developed understanding of appropriate teaching strategies (See Pedagogy section).	Mathematics: when teaching mathematics the student demonstrates an exemplary understanding of mathematics subject, pedagogical and curriculum knowledge that extends before and after the age they are teaching. (See Pedagogy section).
Misconceptions		The student begins to understand, in discussion with colleagues, likely pupil misconceptions in teaching.	The student can identify pupil's misconceptions in planning and notice and correct pupil misconceptions in teaching.	The student can confidently and accurately anticipate pupil's misconceptions in planning and identify and correct pupil misconceptions in teaching.	The student's teaching provides a bridge to abstract thinking and attends to learners' ideas in order that they are supported to reflect upon their understanding and correct misconceptions.

	<i>Assessment TS6</i>				
Assessment for Learning strategies (AfL)		The student begins to use assessment for learning strategies and with support can begin to adapt their teaching in response to learners.	The student begins to use formative assessment tasks to establish pupils' prior learning and understanding at key points in lessons (including at planned for and in the moment opportunities).	The student skilfully plans formative assessment tasks are routinely used to establish pupils' prior learning and understanding at key points in lessons.	The student employs advanced formative assessment strategies to ensure that all pupils are engaged and challenged appropriately in learning.
Adapting teaching		The student begins to recognise next steps in learning when working with pupils.	The student begins to adapt their teaching in response to the progress that pupils make during lessons.	The student regularly adapts their teaching in response to the progress that pupils make during lessons.	The student accurately evaluates their practice, judging the impact of teaching on the learning of individuals and groups of pupils; this evaluation informs future planning and teaching.
Feedback		The student is able to offer pupils verbal and written feedback in line with the school policy and with the guidance of their class teacher.	The student begins to incorporate pupil self and peer assessment. They develop opportunities for pupils to reflect on their learning and provide oral and written feedback to pupils to which they respond.	The student plans for pupil self and peer assessment and gives specific and helpful oral and written feedback to pupils to which they respond.	The student's feedback to pupils is timely and of consistently high quality and a range of strategies are used effectively (such as self and peer assessment). Feedback in marked work has a particular purpose and is efficient and productive.

Progress		With support, the student begins to recognise the progress that individual pupils and groups make in response to teaching and learning. They begin to draw from a limited range of assessment for learning methods, such as observation and teacher questioning to gauge a pupil's response to teaching.	The student begins to recognise the progress that individual pupils, groups and whole classes make in response to teaching and learning using a range of assessment for learning methods.	The student accurately evaluates the progress that individual pupils, groups and whole classes make in the response to teaching and learning using both formative and summative assessments.	They actively and systematically elicit diagnostic information from individual pupils regarding their attainment and can monitor the progress of individuals and the whole class.
Data		With support, the student begins to understand the use of data to monitor and support pupils' progress.	The student makes use of a limited range of data to monitor and support progress and learning over time	The student is confident in their use of data to plan for learning and monitor progress and learning over time.	The student consistently and effectively uses previous assessment data to plan, assess current progress and set targets. Where available, school and class data is always used to inform learning.