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School Experience Assessment Framework

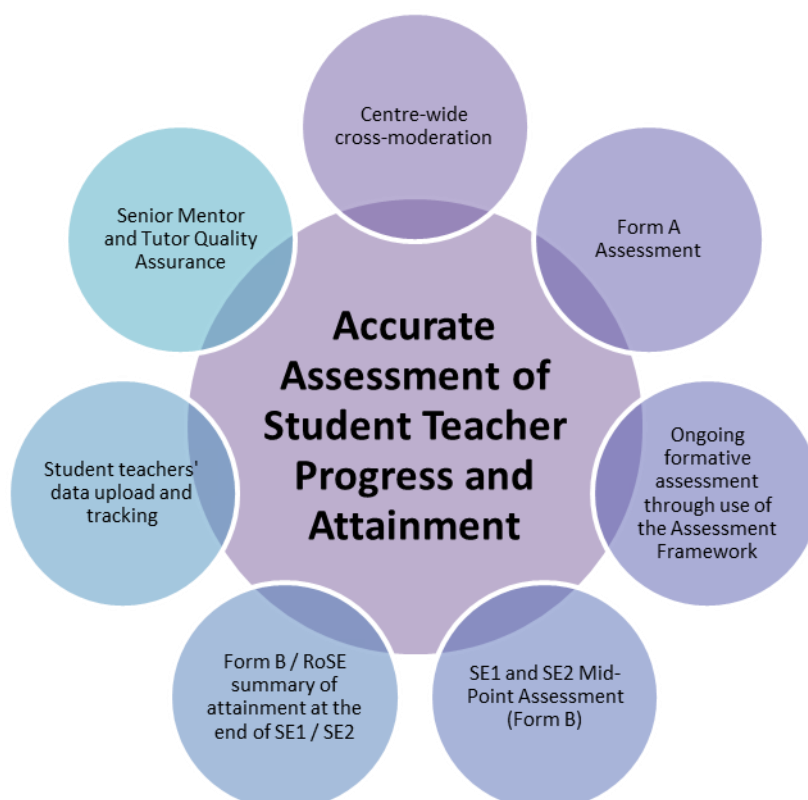
**Requirements and Guidance for
Initial Teacher Education (ITE) Programmes**

2016-2017

The development of world-class teachers who deliver outstanding learning and teaching, realising the potential of young people in Wales and beyond.

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Introduction

Section R2 (Training and Assessment) of the Requirements for initial school teacher training courses at higher education institutions in Wales 129/2013 (Welsh Government, 2013) aims to ensure that student teachers receive the training they need to enable them to meet the Standards for Qualified Teacher Status (QTS) and that they are assessed against all of the Standards. Student teachers must meet all of the Standards in order to be recommended for the Award of QTS.

Requirement 2.2 (Assessment) stipulates that **'All [initial teacher education and training] providers must ensure that trainees' achievements against the QTS Standards are regularly and accurately assessed'** (Welsh Government, 2013, p.24). Therefore, judgements on student teachers' achievements need to be based on firm evidence collected throughout the duration of their programmes. Providers need to consider how they monitor student teachers' progress, give them feedback, review and meet their individual needs, and encourage them to take responsibility for their own development.

When making overall judgements of student teachers' achievement against the QTS Standards, the following need to be taken into consideration:

- Observations of the student teacher in school
- Dialogue with the student teacher about their performance and future development
- Evidence gathered by the student teacher and accompanying relevant documentation (such as Planning, Evidence of Learning and Resource files)
- Progress made by the student teacher as evidenced in their Progress File.

Mentors, senior mentors and tutors are likely to need to see student teachers meeting Standards in more than one context to be confident about their ability to meet them fully. For example, a student teacher might need to be observed teaching a different class, age group or subject matter requiring a different approach, in order for assessors to be confident about their ability to meet teaching Standards. Where possible, opportunities (e.g. lesson observation and follow up discussion; written work; presentations; tutorials; portfolios) should be used to assess a group of Standards (i.e. aspects of professional values, subject knowledge, planning, teaching and assessment).

Final judgements on a student teacher's progress is a collaborative process involving the mentor, senior mentor, student teacher and university tutor during which all the evidence identified above is considered.

At the end of each school placement, mentors/senior mentors are required to complete SEWCTET report 'Form B'/Online Record of School Experience (RoSE) (the latter for Newport-based programmes) which includes the identification of a final grade for each of the following Standards:

- S1 Professional Values and Practice
- S2 Knowledge and Understanding
- S3.1 Planning
- S3.2 Monitoring and Assessment
- S3.3 Teaching and Class Management

This document provides SEWCTET's framework for assessing student teachers against the Standards for QTS and supplementary guidance materials to help inform judgements of observed teaching sessions. The purpose of the document is to support mentors, senior mentors and university tutors in both the formative and summative assessment of student teachers, so that there is as much consistency as possible across all of the Centre's programmes. Through use of this framework, the Centre will be able to:

- track the progress of student teachers and inform their professional development;
- identify student teachers where there is a 'concern over progress' and provide timely intervention and support; and
- identify those to be recommended for Qualified Teacher Status.

Section 1

**Process for assessing
student teachers
against the
Standards for QTS**

1.1 Stages of training

Student teachers on ITE programmes are required to have placements in a minimum of two different schools (Welsh Government, 2013) in phases for which student teachers are being trained.

For all SEWCTET programmes, professional experiences are organised into School Experience 1 (SE1) and School Experience 2 (SE2).

	SE1 (to the mid-point assessment)	SE1 (to the summative assessment)	SE2 (to the mid-point assessment)	SE2 (to the summative assessment)
Three year undergraduate primary programme	Y1 School A	Y2 School B	Y3 School C	Y3 School C
Three year undergraduate secondary programme (Cyncoed-based)	Y2 School A	Y2 School A	Y3 School B	Y3 School B
Two year undergraduate programmes (Newport-based)	Y1 School A	Y1 School A	Y2 School B	Y2 School B
Three year undergraduate secondary programme (Newport-based)	Y2 School A	Y2 School A	Y3 School B	Y3 School B
Postgraduate programmes (one year)	School A	School A	School B	School B

1.2 Making judgements

Student teachers' professional development is a continuum. Although student teachers' professional competence develops incrementally, this will happen at different rates. In all cases, student teachers' progress will be supported through evidence-informed judgements and clear targets to enable attainment of the next stage.

Judgements will be graded as follows:

Grades	Descriptor
1	Excellent. QTS standards achieved with many strengths, including significant examples of sector-leading practice.
2	Good. QTS standards achieved with many strengths and no important areas requiring significant improvement.
3a	Adequate. QTS standards achieved at this point, with strengths outweighing areas for improvement.
3b	Not yet achieving , but working towards the standards for QTS.
4	Not achieving.

‘Sector-leading practice’ can be considered to be:

- innovative and cutting edge work that pushes at the boundaries, but it does not have to be unique;
- the quality of the learning and teaching is at the forefront of the school sector;
- that which the University and its partnership school should celebrate and use to offer leadership to other schools so that the practice can be influential as an exemplar of work that is of high quality.

(Adapted for the Initial Teacher Education sector from Estyn (2010). *Guidance on sector-leading practice*. Cardiff: Estyn.)

For all SEWCTET programmes, there are four **Key Assessment Points (KAPs)**. Using the criteria in the Assessment Framework, student teacher attainment in all of the QTS elements and an overall grade for S1, S2, S3.1, S3.2 and S3.3 will be agreed:

SE1 Mid-point Assessment (KAP 1)	From this point onwards, formal lesson observations will be graded. Mentors and senior mentors will complete Form B .
SE1 Summative Assessment (KAP 2)	Mentors and senior mentors will complete Form B (Cyncoed-based programmes) / RoSE (Newport-based programmes).
SE2 Mid-point Assessment (KAP 3)	Mentors and senior mentors will complete Form B .
SE2 Summative Assessment (KAP 4)	Mentors and senior mentors will complete Form B (Cyncoed-based programmes) / RoSE (Newport-based programmes).

1.3 Thresholds at different stages of training

Student teachers will make progress at different rates (Refer to Section 2 for further information), but for each stage of their school-based experience, there is an expected threshold of attainment, shown in the following table:

Stage of Training	Expected attainment <u>threshold</u> against the QTS Standards
School Experience 1 (Mid-point Assessment/KAP1)	<p>At the <u>mid-point of SE1</u>, student teachers must be achieving grade 3b in nine critical elements of the QTS Standards. If <u>any</u> of the nine elements is judged to be grade 4, the <i>Concern over Progress</i> (CoP) process should be followed*. Critical elements are shaded in yellow on the assessment criteria. They are:</p> <p>S1.2, S1.7, S1.8, S2.1, S3.1.3, S3.2.1, S3.3.1, S3.3.8 and S3.3.9</p> <p>Other elements of the QTS Standards may be judged as grade 4 at this point without necessarily triggering the CoP process, as student teachers are at an early stage of development and will receive focussed targets to support progress.</p>
School Experience 1 (Summative Assessment/KAP2)	<p>By the end of SE1, the <u>majority</u>* of judgements in each of the main QTS standards sections (S1, S2, S3.1, S3.2, S3.3), including the critical elements noted above, should be <u>at least grade 3b</u> in order for student teachers to be considered to be making appropriate progress. If this is not the case, a recommendation of a 'Fail' to the Examination Board will be made.</p> <p><i>*In QTS Standard 1 (Professional Values and Practice) where there is an even number of elements, if there is no clear majority to inform a judgement for the section, the three critical elements in this section will inform the judgement.</i></p>
School Experience 2 (Mid-point Assessment/KAP3)	<p>At the mid-point of SE2, the <u>majority</u>* of judgements in each of the QTS standards sections (S1, S2, S3.1, S3.2, S3.3) including the nine, critical elements above should be <u>at grade 3a</u> and others <u>at a minimum of grade 3b</u> except for the following elements where student teachers may not yet have had an opportunity to demonstrate achievement (shaded in blue in the assessment criteria):</p> <p>3.1.5, 3.2.3, 3.2.5, 3.2.7 and 3.3.5</p> <p>(NB S3.2.5 and S3.3.5 may also be assessed separately through university-based assessment.)</p> <p>If the threshold is not being met, the CoP process should be followed.</p> <p><i>*In QTS Standard 1 (Professional Values and Practice) where there is an even number of elements, if there is no clear majority to inform a judgement for the section, the three critical elements in this section will inform the judgement.</i></p>
School Experience 2 (Summative Assessment/KAP4)	<p>By the end of this placement, student teachers must have <u>achieved the minimum grade of 3a</u> in <u>ALL</u> of the elements in the Standards. This is the minimum requirement for a student teacher to be recommended for the award of QTS.</p>

* Note: The CoP process may be followed earlier than the SE1 Mid-point Assessment if there are issues relating to *S1 (Professional Values and Practice)*. If there are serious concerns about whether the student teacher has breached the *SEWCTET Student Teacher Professional Code of Conduct*, then the senior mentor should contact the University tutor as soon as possible.

1.4 Progress towards meeting the QTS Standards

Using the same grade descriptions to judge student teachers' attainment in relation to meeting the QTS Standards throughout their training period inevitably means that **most student teachers are likely to gain lower grades in the early stages** (Please refer to graphs on pp.13-14). It is therefore very important that student teachers, mentors, senior mentors and tutors are clear that this is expected and normal at the earlier stages of training. However, by mapping progress along a continuum, priorities for professional development and learning (i.e. 'next steps') can be identified so that student teachers are able to reach their full potential.

Student teachers in undertaking **School Experience 1 (SE1)** are expected to be **achieving grade 3b**. Very early on in SE1 there could be elements of their work that are categorised as grade 4. This is the nature of being on a learning journey towards the goal of achieving QTS at the end of School Experience 2 (SE2).

At the end of SE2, all student teachers need to achieve at least 'Adequate – 3a'. This is the minimum standard that is expected of the student teacher at the point of recommendation for the award of QTS. All student teachers recommended for the award of QTS must meet **all** of the Standards (i.e. including all of the elements) to at least this level.

For student teachers achieving the Standards for QTS at an exceptionally high level, mentors, senior mentors and tutors could engage them in discussion of the **Practising Teacher Standards** (Welsh Government, 2011) in order to support identification of targets to further improve performance. These are the Standards that teachers must meet at the end of the Induction period (i.e. post-QTS) and throughout their teaching career. These Standards are statements of practitioners' Professional Values and Attributes, Knowledge and Understanding and Skills.

Student teachers, in discussion with their mentor, should use the Assessment Framework to regularly self-assess (and annotate) their own progress against the QTS Standards. In the early stages of SE1, this will mean a focus especially on the 'Nine Critical Elements' identified in yellow. As student teachers progress through the programme, they should consider and reflect upon their progress against an increasing number of the remaining Standards, with those highlighted in *blue* likely to be considered at the latter stages of SE2.

1.5 Using the 'best fit' approach to make judgements

Overall attainment judgements

When making **judgements on overall attainment against the QTS Standards** for S1, S2, S3.1, S3.2 and S3.3 a **'best fit'** approach should be used, taking into account attainment against each of the elements in the Assessment Framework.

For example (on the next page):

Lesson Grading Guidance	
This guidance should be used alongside the criteria in the Assessment Framework and the overarching descriptors in the table below to help reach an overall grade on Form A for an observed lesson.	
Grades	Descriptor
1	Excellent. QTS standards achieved with many strengths, including significant examples of sector-leading practice.
2	Good. QTS standards achieved with many strengths and no important areas requiring significant improvement.
3a	Adequate. QTS standards achieved at this point, with strengths outweighing areas for improvement.
3b	Not yet achieving, but working towards the standards for QTS.
4	Not achieving.

The following table is a reminder of the breadth of aspects that should be reflected upon when observing a lesson, and colleagues should consider to what extent these have been achieved in relation to the descriptors above.

51: Professional Values and Practice	51.1 Understanding everyone's learning needs - using past achievement to plan effectively for all. 51.2 Consideration for learners and mutual respect - demonstrating effective relationships with pupils. 51.3 Inspiring learners - motivating and acting as a role model. 51.6 Working with others - involvement of other adults to promote learning. 51.7 Commitment to professional development - demonstrating critical reflection on their own practice.
52: Knowledge and Understanding	52.1, 52.2 Subject and wider knowledge - knowledge of the curriculum and subject, area of learning, literacy and numeracy frameworks, Curriculum Crossing, thinking, ICT skills, ESOAC. 52.3 Progression between stages - awareness of learning in the Key Stages or phases before and after the ones they teach in. 52.4 How development affects learning - how well pupils' needs are met through sensitive planning and inclusive teaching. 52.5 Using ICT - demonstration of effective use of ICT in teaching. 52.7 Promoting good behaviour - use of strategies to promote good behaviour and establish a purposeful learning environment.
53.1: Teaching, Planning, Expectations and Targets	53.1.1 Setting objectives - clarity and suitability of learning objectives and success criteria. 53.1.2 Planning lessons - planning builds on prior learning, including aspects of literacy and numeracy. Planned learning experiences are differentiated according to ability. Appropriate AfL strategies are planned, including self- and peer assessment. Questioning is planned as both a teaching and assessment strategy to ensure challenge for all. 53.1.3 Using resources - appropriate resources are selected, prepared and organised to support the learning of all pupils.
53.2: Teaching, Monitoring and Assessment	53.2.1 Assessment strategies - a range of monitoring and assessment strategies is used to evaluate pupils' progress towards planned learning objectives, and information used to improve their own planning and teaching. 53.2.2 Assessment to support learning - the strategies used assess pupil learning and progress, with teaching responding promptly to information gained. Pupils are actively engaged through peer and self-assessment, with positive and useful feedback provided to them. Appropriate next-step targets for pupils are identified. 53.2.4 Meeting learners' needs - identification and support for MAAT pupils, those working below age-related expectations, those failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.
53.3: Teaching and Class Management	53.3.1 High expectations - a purposeful and safe atmosphere where learners respect each other and co-operate well. 53.3.2 Teaching relevant skills - the expected skills, knowledge and understanding are taught, including appropriate development of literacy/numeracy skills and Welsh language. 53.3.3 Delivering effective lessons - Pupils are engaged, interested and motivated by the lesson. Learning objectives made clear and pupils engaged in establishing success criteria. Pupils encouraged in making suggestions, decisions and developing independence. Appropriate interactive strategies used to sustain learning throughout the lesson. 53.3.4 Differentiating teaching - teaching strategies differentiated to enhance learning for all pupils. 53.3.6 Taking account of diversity - varying interests and achievements of all are considered to help pupils make good progress. 53.3.7 Lesson management - instruction clear so that pupils understand what is required. Effective routines for introductions, transitions and conclusions. Pupils organized effectively so that they can achieve tasks well. Lesson pace achieved and maintained. Pupils engaged in reflecting on and understanding what has been learnt in the lesson. 53.3.8 Using resources - resources suited to pupils' needs and motivate pupils to make progress. Teaching space used effectively. 53.3.9 Managing behaviour - high expectations with appropriate strategies used to manage behaviour constructively. 53.3.12 Providing homework - homework used to extend consolidate learning and encourage independence. 53.3.13 Working with others - manage the work of teaching assistants to enhance learning. 53.3.15 Sustainable development and global citizenship - take appropriate opportunities to teach aspects of ESOAC.
Development of pupils' literacy and numeracy skills	Literacy/numeracy are appropriately highlighted in planning with relevant learning objectives and success criteria based on prior attainment and expected levels of progress. Skills are effectively taught using interesting activities and resources. Suitable AfL strategies are planned and used to assess pupil progress in literacy/numeracy with self- and peer assessment used to help pupils recognise and monitor their own progress. Tasks set develop skills in a relevant and purposeful way. Opportunities are not missed to develop pupils' literacy and numeracy skills in the lesson.

The charts below are a reminder of the Guide Expectations for School Experience from the Assessment Framework

1.6 Feedback Form A (Lesson observations)

'Feedback Form A' is used to record formal lesson observations. Formal lesson observations will occur at set intervals across the duration of a student teacher's training. Grades are provided from the mid-point of SE1 onwards. Feedback Form A is completed by trained mentors only.

Form A is available electronically (via the SEWCTET website) and produced in duplicate:

- The white copy is retained by the student teacher in his/her SEWCTET School Experience Progress File and must be available for SEWCTET staff to view at all times;
- The yellow copy is retained by the school.

Form A includes sections for written feedback on strengths and shortcomings in specific Standards. It also requires judgements related to the ability of student teachers to develop and assess pupils' literacy / numeracy skills. Very importantly, the Form has a section in which targets and strategies to support the student teacher to know how to improve are provided.

Any formal lesson observations undertaken before the SE1 Mid-point Assessment (KAP1), do not include grades. The SEWCTET principle of no written recording of grades until this point is to enable student teachers to focus on formative comments to inform their early professional development. If there is a concern over progress (for example, an issue of professional conduct or a significant concern with any of the nine critical elements), a mentor should respond to the Form A question, '*Is there a concern over progress?*' by circling 'Yes' and noting which professional standard is involved. The CoP process should then be followed. This should also have been identified on the *Weekly Student Teacher and Mentor Review Meeting Form* explained in Section 3.

Guidance for lesson observations and for completion of Form A can be found in Section 2.4 and also in Section 3.

1.7 Data Upload Points and the 'Record of Data Upload Points and Quality Assured Grades'

The Centre requires its student teachers to upload school-based assessment information onto a web-based system. This enables the Centre to:

- track student teachers' progress (individual, group and cohort) for the duration of their training period (i.e. across one placement, and from one placement to the next), providing cumulative records of their attainment in meeting the QTS Standards;
- provide university tutors with access to grades student teachers receive on Forms A and B from mentors/senior mentors both prior to, and subsequent to, their own school visits; and
- work in partnership with the school in order to ensure that individual student teachers are making best possible progress towards meeting the Standards for QTS.

Eight data upload points are identified for each programme. They occur at agreed dates throughout the 120 days of school-based experience which occur in all programmes. Some of these points fall in SE1 and some in SE2. **At these points, Form A is completed** by mentors. In addition, the senior mentor and the university tutor will each separately quality assure grades awarded by the mentor during both SE1 and SE2. These are Quality Assurance visits (QA visits) whereby a Quality Assurance Form (QA Form) is completed with the quality assured grades logged on the **'Record of Data Upload Points and Quality Assured Grades' (See Section 3).**

Once grading begins at Data Upload Points (and when QA visits take place), student teachers also receive **grades for their overall attainment (to date) against the Standards for QTS.** Mentors, senior mentors and university tutors log these on the **'Record of Data Upload Points and Quality Assured Grades' (See Section 3).** With the exception of the QA Form, it is the student teacher's responsibility to upload their assessment information onto the web-based system. The return of QA Forms to mentors is the responsibility of the senior mentor/university tutor. This should take place no later than 3 working days with a copy being sent to admin@sewctet.org.uk, also within 3 working days.

Section 3 provides additional guidance on the 'Record of Data Upload Points and Quality Assured Grades'.

1.8 Feedback Form B/ Record of School Experience (RoSE)

At the four Key Assessment Points (KAPs), mentors and senior mentors complete Form B or the online RoSE to provide an overview of areas of strength and aspects for further professional development in relation to each of the professional Standards categories. There is a requirement to tick that the nine critical elements have been met at the appropriate threshold level.

For student teachers at the mid-point and end of SE1 and the mid-point stage of SE2, the overview on Form B/RoSE will provide information of areas of focus for the next school experience. For student teachers at the end of SE2, the information will support preparation for the Career Entry Profile.

Section 2.4 provides examples of completed Forms B.

1.9 Formative Comments Log Book

As grades are not provided on a weekly basis, mentors, senior mentors and other professionals working with student teachers are expected to support an individual's development by providing formative feedback in a 'Formative Comments Log Book' provided by SEWCTET. This is intended as a developmental tool through which areas of strength and areas for development can be noted; and in which progress towards agreed targets can be recorded. This will take the form of comments on an individual lesson, a series of lessons and/or comments about the student teacher's progress in general. Student teachers are encouraged to annotate the Log with appropriate notes (in a professional manner) in order to support their own development.

Guidance for completion of the Formative Comments Log Book can be found in Section 3 and examples of completed entries can be found in Section 2.4.

1.10 Quality assurance of the assessment process

Senior mentor quality assurance visits

During each School Experience¹, the senior mentor is required to quality assure the grades awarded by the trained mentor. To decide on the final grades awarded, the mentor will be asked to provide provisional grades for discussion against S1, S2, S3.1, S3.2 and S3.3 in advance of the QA visit. The QA visit will consist of a joint observation (at least 30 minutes) by the senior mentor and mentor; scrutiny of the student teacher's files and dialogue with the mentor and student teacher to find evidence to support the mentor's grades. A QA Form will be completed by the senior mentor. Please note that mentors will be expected to provide grades for the QA visit even though they may not have started recording grades on Forms A during SE1. The quality assured grades for overall attainment (to date) against S1, S2, S3.1, S3.2 and S3.3 are logged on the 'Record of Data Upload Point and Quality Assured Grades'.

(Please see 'School Experience Quality Matrix' for further guidance).

QA visits by the senior mentor² should take place prior to KAP1 during SE1 and prior to KAP3 during SE2. This is important as the QA visit will inform decisions made at the KAPs. To enable the Centre to obtain quality assured mentor grades for a sample of student teachers across all of its programmes, it is essential that the senior mentor undertake at least one of their QA visits (for one of their student teachers) in the week prior to KAP1 or at the start of the KAP1 week during SE1. Similarly, this should be replicated in the week prior to KAP3 or at the start of the KAP3 week during SE2. Where there are 5 or more student teachers in a particular partnership school for a placement, the senior mentor should try to undertake two of their QA visits in the timeframe stipulated.

As the purpose of this visit is for quality assurance, no Form A will be completed. However, the quality assured grades should be fed back to the student teacher, along with a verbal feedback of the lesson observed and the student teacher's progress in general. Brief comments relating to areas of strength and areas for development, along with any agreed targets should be recorded by the mentor in the 'Formative Comments Log Book' in consultation with the senior mentor.

University tutor quality assurance visits

University tutors also visit student teachers for quality assurance purposes in both SE1 and SE2. A QA Form will also be completed when the university tutor undertakes a QA visit during SE1 and SE2. University tutor QA visits will adapt the same format as the senior mentor QA visit described above. To decide on the final grades awarded, the trained mentor will be asked to provide provisional grades for discussion against S1, S2, S3.1, S3.2 and S3.3 in advance of the QA visit. The QA visit will consist of a joint observation (at least 30 minutes) by the university tutor and mentor; scrutiny of the student teacher's files and dialogue with the mentor and student teacher to find evidence to support the mentor's grades. A QA Form will be completed by the university tutor.

(Please see 'School Experience Quality Matrix' for further guidance).

QA visits by the university tutor³ should take place prior to KAP 2 during SE1 and prior to KAPs 3 and 4 during SE2. This is important as the QA visit will inform decisions made at the KAPs. To enable the Centre to obtain quality assured mentor grades for a sample of student teachers across all of its programmes, it is essential that the university tutor undertakes at least two of their QA visits in the week prior to the KAP2 or at the start of the KAP2 week during SE1. Similarly, this should be replicated for KAPs 3 and 4 during SE2.

As the purpose of this visit is for quality assurance, no Form A will be completed. However, the quality assured grades should be fed back to the student teacher, along with a verbal feedback of the lesson observed and the student teacher's progress in general. Brief comments relating to areas of strength and areas for development, along with any agreed targets should be recorded by the mentor in the 'Formative Comments Log Book' in consultation with the university tutor.

¹ This will be during each **placement** rather than during each School Experience for BA Primary.

² For BA Primary, QA visits by the senior mentor should take place prior to KAPs 1, 2 and 3.

³ For BA Primary, QA visits by the university tutor should take place prior to KAPs 1, 2 and 4.

University-led moderation events

University-led **moderation events** are held across the Centre's programmes in order to support mentors and senior mentors in making accurate summative judgements on student teachers' attainment against the Standards for QTS. Details are provided at mentor training events, via email and the SEWCTET website.

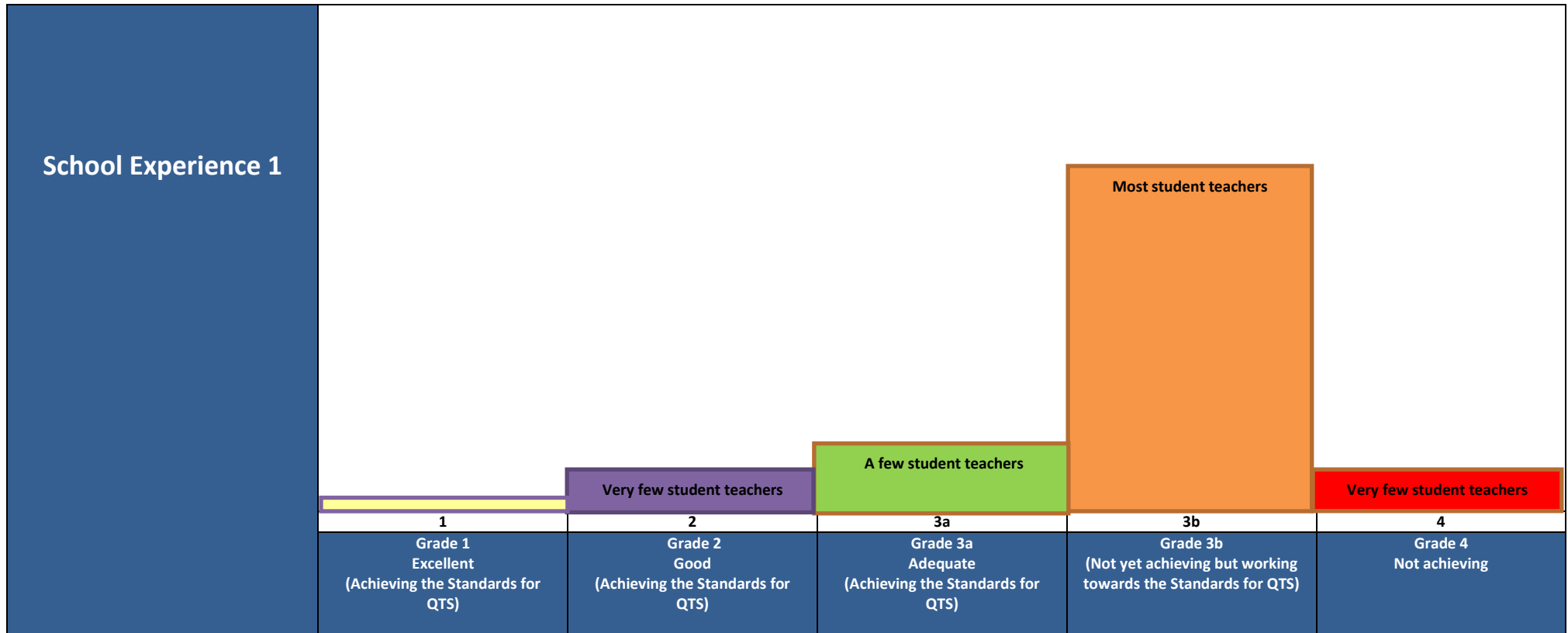
Detailed guidance on the roles and responsibilities of student teachers, mentors, senior mentors and university tutors in relation to assessment is provided in **Section 3** of this booklet.

Section 2

School experience assessment criteria

2.1 Guide Expectations for School Experience 1

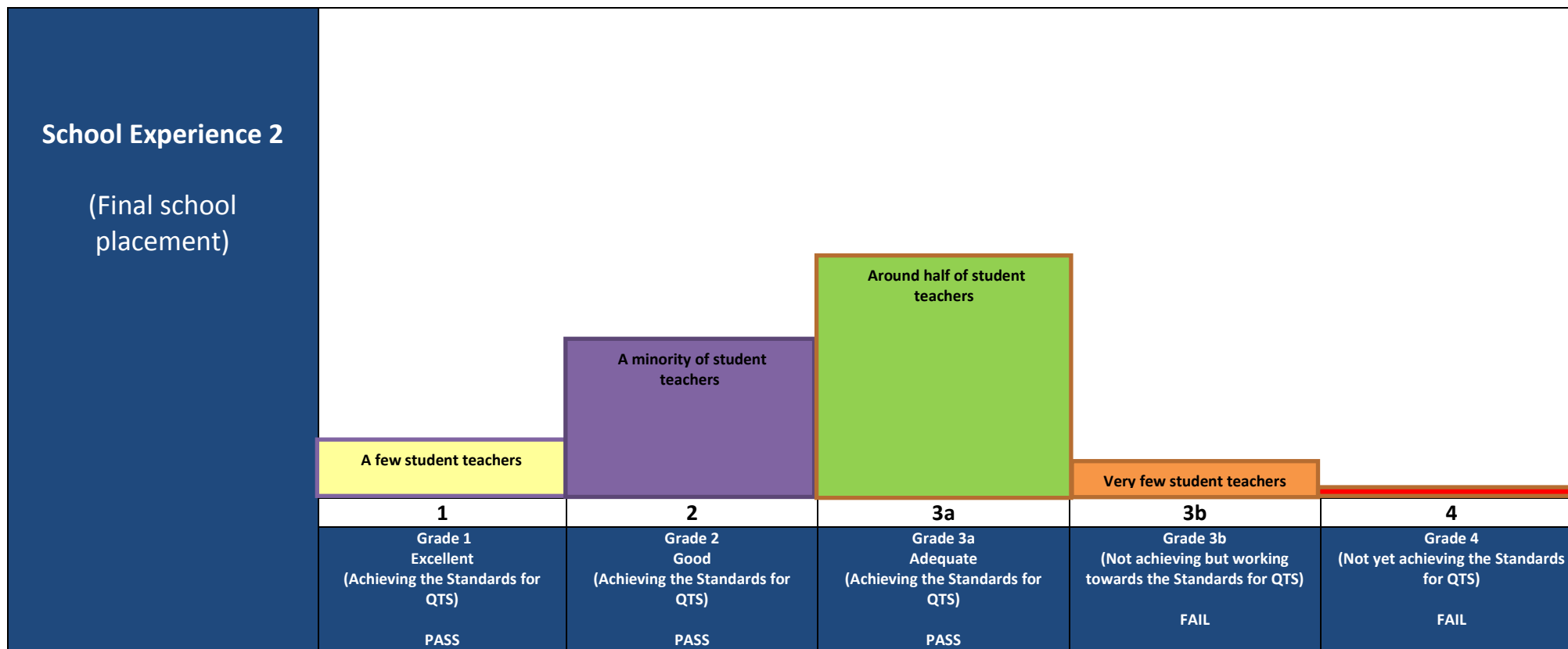
At the **mid-point point of SE1**, most student teachers should be achieving 3b in the 9 critical elements (see yellow shaded rows of the assessment criteria)



At the end of School Experience 1, a student teacher judged to be achieving an 'Excellent' **summative grade** in S1, S2, S3.1, S3.2 and or S3.3 (as defined in the Assessment Framework, using the 'best fit' method) is exceptional and performing at the level of a qualified teacher judged to be 'Excellent' by Estyn.

By the end of **SE 1**, most student teachers should be **securely achieving the '3b – Working towards the Standards for QTS'** grade. Some student teachers may be performing above or below this grade at this stage.

2.2 Guide Expectations for School Experience 2



At the end of School Experience 2, a student teacher judged to be achieving an 'Excellent' **summative grade** in S1, S2, S3.1, S3.2 and or S3.3 (as defined in the Assessment Framework, using the 'best fit' method) is exceptional and performing at the level of a qualified teacher judged to be 'Excellent' by Estyn.

By the end of SE 2, nearly all student teachers (with very few exceptions) should be **securely achieving the minimum grade of '3a – Meeting the Standards for QTS' in ALL of the Standards. Student teachers MUST achieve this minimum grade in all of the Standards in order to be recommended for the Award of QTS.** A minority of student teachers may be performing above this grade at the end of their training.

2.3 The Assessment Framework: Assessment criteria for judging attainment against the Standards for QTS (DCELLS 2009)

Student teacher self-assessment

Student teachers will be provided with a hard copy of this SEWCTET Assessment Framework to enable them to use it as a self-assessment tool. By annotating the document on a regular basis, it will provide evidence that they are taking ownership of their own professional learning and development, which is further evidence of working towards meeting QTS Standard 1: *Professional Values and Practice*.

Student teachers are welcome to annotate the document in any way that best suits their personal way of working, but there should be evidence of full engagement with the contents of the framework and it should be central to any discussions with mentors and tutors about progress made against the Standards for QTS.

QTS STANDARD S1 Professional values and practice To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S1.1 Understanding everyone's learning needs, maximising potential and demonstrating commitment ...demonstrating that they understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.	The student teacher works with high levels of independence to consider learners' diverse learning needs. He /She uses evidence of past achievement extremely well to set challenging learning objectives for all learners (including SEN and MAT). He/ She demonstrates consistently an awareness of the issues that are likely to be faced by children from a variety of backgrounds. He /She demonstrates consistently and with imagination, the selection of resources that show consideration for diversity and sensitivity to the needs of different groups.	The student teacher works with good confidence and competence to consider learners' diverse learning needs. He / She uses evidence of past achievement well to set challenging learning objectives for all learners. He/ She demonstrates a strong awareness of the issues that are likely to be faced by children from a variety of backgrounds. He /She demonstrates the selection of resources that show consideration for diversity and sensitivity to the needs of different groups.	The student teacher uses evidence of past achievement to set challenging learning objectives. He / She considers learners' diverse learning needs. He/ She demonstrates an awareness of the issues that are likely to be faced by children from a variety of backgrounds. He /She demonstrates well the selection of resources that show consideration for diversity and sensitivity to the needs of different groups.	The student teacher is beginning to identify appropriately challenging teaching and learning objectives for learners based on their past achievement. He / She is showing awareness of the issues that are faced by children from different backgrounds. He /she is beginning to select resources that show they value diversity and are sensitive to the needs of different groups.	The student teacher is not able to identify appropriately challenging teaching and learning objectives for learners based on their past achievement. He lacks suitable awareness of the issues that are faced by children from different backgrounds. He /she does not select resources that show they value diversity and are sensitive to the needs of different groups.
S1.2 Consideration for learners and mutual respect ...demonstrating the professionalism to ensure that relationships with learners are built on mutual trust and respect and to recognise that this will help maximise their learning potential.	The student teacher establishes excellent relationships with learners. He / She actively promotes positive attitudes, values and behaviour, both explicitly and by personal example. He /She responds to learners' interests, preferences and attitudes, taking these into account very effectively when planning and teaching. The student teacher knows how they can support and motivate learners to take an active role in their own learning. He / She fosters a productive learning environment where learners' self-esteem is developed consistently and very effectively.	The student teacher establishes very positive relationships with learners, particularly through positive communication, demonstrating mutual respect and high expectations. He / She promotes positive attitudes, values and behaviour, both explicitly and by personal example. He / She promotes a productive learning environment where learners' self-esteem is developed very effectively. He / She demonstrates awareness that a consistent approach does not necessarily mean treating learners the same, but rather, on an equal basis.	The student teacher establishes positive relationships with learners, particularly through positive communication, demonstrating mutual respect. He / She encourages positive attitudes, values and behaviour, both explicitly and by personal example. He / She encourages a productive learning environment where learners' self-esteem is developed. He / She shows awareness of the different approaches various learners take to their work and of their developing organisational and cognitive skills. He / She uses learners' misunderstandings positively to provide an opportunity to improve understanding for all.	The student teacher demonstrates personally appropriate and professional behaviour, through their attendance, punctuality and appropriate dress, setting a good example to learners. He /She is mostly modelling the responses expected of learners (e.g. through their speech). He / She is beginning to develop positive, productive relationships with learners to support their learning and self-esteem. He / She is respectful when responding to learners' questions. He / She begins to show an awareness that different learners have different needs.	The student teacher does not demonstrate personally appropriate and professional behaviour, through their attendance, punctuality and appropriate dress, setting a good example to learners. He /She does not model the responses expected of learners, for example through their speech. He / She does not develop positive, productive relationships with learners to support their learning and self-esteem.

QTS STANDARD S1 Professional values and practice To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S1.3 Inspiring learners ...demonstrating the combinations of professional characteristics which aim to motivate and inspire learners and secure their intellectual and personal development.	The student teacher demonstrates high standards of professional and appropriate behaviour, consistently and effectively. He /She has an exceptionally well-developed ability to motivate and encourage learners to engage them in learning. He / She understands and knows how to develop the values and attitudes promoted by the school. He / She demonstrates a consistent and intuitive ability to apply the school's policies for effective learning.	The student teacher demonstrates very good standards of professional and appropriate behaviour. He / She has a well-developed ability to motivate and encourage learners to engage them in learning. He / She understands and applies the values and attitudes promoted by the school with consistency. He / She demonstrates a very good ability to apply the school's policies for effective learning, managing conflict resolution very effectively.	The student teacher demonstrates appropriate standards of professional behaviour. He / She is able to motivate and encourage learners to engage them in learning. He / She understands the values and attitudes promoted by the school. He / She demonstrates an ability to apply the school's policies for effective learning, including resolving conflicts between learners appropriately through a positive approach.	The student teacher generally motivates learners to want to learn. He / She shows a basic understanding of learners' individual differences and diversity and consider this in teaching. He / She has a developing awareness of the attitudes and values promoted by the school and has a developing awareness of the need to apply the school's policies for effective learning (e.g. behaviour management and anti-bullying policies).	The student teacher does not motivate learners to want to learn nor does he / she show a basic understanding of learners' individual differences and diversity and consider this in teaching. He / She has an underdeveloped awareness of the attitudes and values promoted by the school and does not apply the school's policies for effective learning. High expectations for pupil behaviour are not established.
S1.4 Communication with parents and carers ...recognising the importance of communicating information and expectations clearly and sensitively to parents and guardians and of fostering positive relationships between home and school.	The student teacher demonstrates a highly developed ability to communicate sensitively and effectively with parents and carers. With no/minimal guidance from the teacher, he / she contributes to draft reports and shares information during consultation meetings.	The student teacher demonstrates a competent ability to communicate sensitively and effectively with parents and carers. With some guidance from the teacher, he / she contributes to draft reports and shares information during consultation meetings. The student teacher draws effectively on the insights and expertise of other adults within the classroom.	The student teacher demonstrates a sound ability to communicate sensitively and effectively with parents and carers. Under guidance of the teacher, he / she contributes to draft reports and shares information during consultation meetings.	The student teacher has an awareness of the important role that parents and carers play in learners' learning. With support, he/she communicates information clearly and sensitively to parents and carers. He / She is aware of the requirement to contribute to maintaining good relationships between home and school.	The student teacher does not understand the important role that parents and carers play in learners' learning. He / She does not communicate information clearly and sensitively to parents and carers. He / She does not contribute to maintaining good relationships between home and school.
S1.5 Promoting the school in the wider community ...endeavouring to promote the place of the school within the wider community.	The student teacher participates fully in the life of the school. Wherever possible, the student teacher works pro-actively to promote the school in the wider community. With minimal supervision, he / she takes the lead in out-of-school learning, extra-curricular activities or enrichment activities. He / She makes a significant contribution to whole-school professional development activities or the development of teaching/support materials.	The student teacher participates very well in the life of the school. Wherever possible, the student teacher works to promote the school in the wider community. Under supervision, he / she takes a good level of responsibility in out-of-school learning, extra-curricular activities or enrichment activities. He / She contributes to professional development activities or the development of teaching/ support materials.	The student teacher participates in the life of the school. Working alongside the class teacher, the student teacher works to promote the school in the wider community. Under supervision, he / she becomes involved in out-of-school learning, extra-curricular activities or enrichment activities. Contribution is made to the teaching team.	The student teacher shows an awareness of the school's place within the community. There is some involvement in wider school activities, such as extra-curricular activities or out-of-school learning. He / She is beginning to contribute to the teaching team (e.g. through year group/departmental meetings).	The student teacher does not show an awareness of the school's place within the community. There is no involvement in wider school activities such as extra-curricular activities or out-of-school learning. The student teacher does not contribute to the teaching team.

QTS STANDARD S1 Professional values and practice To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S1.6 Working with others ...demonstrating that they recognise and understand the contribution provided by and needed from support staff and other professionals in the learning process.	The student teacher works collaboratively to plan and manage the deployment of other adults in the classroom. He / She demonstrates a very well-developed ability to work collaboratively with a network of professionals involved in the welfare and education of children and recognises the limits of his / her own expertise. He / she takes an active role in the collaborative working relationships of teaching teams.	The student teacher contributes effectively to planning and managing the effective deployment of other adults in the classroom. He / She demonstrates an ability to work collaboratively with a network of professionals involved in the welfare and education of children and, recognises the limits of his / her own expertise. He / she contributes well to the collaborative working relationships of teaching teams.	The student teacher contributes to planning and managing the effective deployment of other adults in the classroom. He / She demonstrates an ability to work collaboratively with a network of professionals involved in the welfare and education of children and, with support, recognises the limits of his / her own expertise. With some level of support, he / she contributes to the collaborative working relationships of teaching teams.	The student teacher demonstrates an awareness of how other adults can contribute to learners' welfare or the teaching and learning process. He / She is beginning to participate in the collaborative working relationships of teaching teams.	The student teacher does not demonstrate an understanding of how other adults can contribute to learners' welfare or the teaching and learning process. He / She does not participate sufficiently in the collaborative working relationships of teaching teams.
S1.7 Commitment to professional development ...demonstrating that they are able to contribute to the wider development of the school and profession and are aware of the importance of maintaining up-to-date professional knowledge, understanding and skills and are able to reflect on their own practice. They recognise their own needs and take responsibility for their continuing professional development.	The student teacher reviews, reflects and analyses critically and in depth to recognise strengths / shortcomings and set targets for improvement. He / She actively seeks advice and feedback from colleagues/peers. He / She takes responsibility for developing an action plan to address needs and develop personally and professionally. He /She demonstrates an ability to use up-to-date professional knowledge to impact effectively on teaching and learning, the wider development of the school and the teaching profession. He /She engages regularly with evidence from sources such as research and Estyn reports and discusses important educational issues from an informed position, as well as his/her own classroom practice.	The student teacher is well able to review, reflect and analyse performance to recognise strengths / shortcomings and set targets for improvement. He / She acts upon advice promptly, positively and productively to develop personally and professionally. He / She uses up-to-date professional knowledge very well to impact on teaching and learning. He / she shows good commitment to improving both classroom practice and wider aspects of his/her professional knowledge and skills. He / She engages with evidence from sources such as research and Estyn reports and seeks opportunities to gather feedback from other colleagues/peers.	The student teacher is able to review, reflect and analyse performance to recognise strengths / shortcomings and set targets for improvement. He / She welcomes advice and acts upon it positively to develop personally and professionally. In some cases, he / she uses up-to-date professional knowledge well to impact on teaching and learning. He / she shows commitment to improving both classroom practice and wider aspects of his/her professional knowledge and skills. There is an attempt to engage with evidence from sources such as research and Estyn reports.	The student teacher is showing some awareness of the need to observe, reflect and begin to analyse practice to set targets for improvement in his/her teaching. He / She is demonstrating a willingness to take advice and take responsibility for implementing it in order to develop professionally. He / She is aware of the significance of up-to-date professional knowledge to support their own teaching.	The student teacher does not observe, reflect or begin to analyse practice to set targets for improvement in his/her teaching. He/ She is not always willing to take advice and take responsibility for implementing it in order to develop professionally. He / She does not show awareness of the significance of up-to-date professional knowledge to support his/her own teaching.

QTS STANDARD	1	2	3a	3b	4
S1 Professional values and practice To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by ...	Excellent (Achieving the Standards for QTS)	Good (Achieving the Standards for QTS)	Adequate (Achieving the Standards for QTS)	Not yet achieving but working towards the standards for QTS	Not achieving
S1.8 Working within the law ...demonstrating that they are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.	The student teacher demonstrates understanding of, and adherence to, EWC's guidelines pertaining to professional conduct and an understanding of conditions of service. He / She promotes and maintains a safe and secure working environment. He / She is very secure with child protection procedures, dealing with matters of confidentiality and teachers' responsibilities under the SEN Code of Practice for Wales, including knowledge of the graduated response to SEN and the four areas of need.	The student teacher demonstrates a well-developed understanding of EWC's guidelines pertaining to professional conduct and an understanding of conditions of service. He / She is well able to maintain a safe and secure working environment. He / She is very secure with child protection procedures, dealing with matters of confidentiality and teachers' responsibilities under the SEN Code of Practice for Wales, seeking advice where necessary.	The student teacher demonstrates a growing understanding of EWC's guidelines pertaining to professional conduct and an understanding of conditions of service. With minimal support, he / she demonstrates an ability to maintain a safe and secure working environment. He / She is secure with key child protection procedures, dealing with matters of confidentiality and teachers' responsibilities under the SEN Code of Practice for Wales.	He / She has an emerging awareness of the importance of health and safety, including behaviour management and child protection issues. He / She is aware of how and where to seek advice regarding matters of confidentiality and teachers' responsibilities under the SEN Code of Practice for Wales.	The student teacher shows an under-developed awareness of relevant aspects of professional conduct and conditions of service. He / She is not sufficiently aware of the importance of health and safety, including behaviour management and child protection issues. He / She is not aware of how and where to seek advice regarding matters of confidentiality and teachers' responsibilities under the SEN Code of Practice for Wales.

STANDARD	1	2	3a	3b	4
S2 Knowledge and understanding To gain QTS ...	Excellent (Achieving the Standards for QTS)	Good (Achieving the Standards for QTS)	Adequate (Achieving the Standards for QTS)	Not yet achieving but working towards the standards for QTS	Not achieving
S2.1 Subject knowledge ...they must show that they have a secure knowledge and understanding of the areas of learning / subject(s) they are trained to teach.	The student teacher's subject knowledge, understanding and skills are highly developed and used very effectively in lesson delivery. He / She is able to judge very effectively how ideas and concepts should be broken down and sequenced logically in order to support learners' progress. He / she is able to answer learners' questions fully, respond quickly to common and individual misconceptions and put interventions in place to move learning on. Research into lesson content is thorough.	The student teacher's subject knowledge, understanding and skills are very good overall and used well in lesson delivery. He / She is able to judge well how ideas and concepts should be broken down and sequenced logically in order to support learners' progress. He / she is able to answer learners' questions with confidence, respond to common misconceptions and make appropriate interventions to move learning on. There is careful research into lesson content.	The student teacher's subject knowledge, understanding and skills are secure and used appropriately in lesson delivery. He / She is able to judge how ideas and concepts should be broken down and sequenced logically in order to support learners' progress. He / she is able to answer learners' questions with confidence and respond to common misconceptions. Research into lesson content is sound.	The student teacher's knowledge, understanding and skills of subject(s) are developing and are secure enough. Their knowledge, understanding and skills of subjects does not have an adverse effect on learners' learning.	The student teacher's knowledge, understanding and skills of subject(s) are insecure and this has an adverse effect on learners' learning. Research for lessons is under-developed.

STANDARD S2 Knowledge and understanding To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S2.2 National Curriculum aims and guidelines ...they must show that they know and understand the statutory curriculum aims and associated guidelines...(WAG, 2009, p.40 <i>Becoming a Qualified Teacher: Handbook of Guidance 017/2009</i>)	The student teacher demonstrates a highly developed understanding of the statutory curriculum including Y Cwricwlwm Cymreig, PSE, WRE* and ESDGC where relevant. <i>(* Where appropriate)</i>	The student teacher demonstrates a very good understanding of the statutory curriculum including Y Cwricwlwm Cymreig, PSE, WRE* and ESDGC where relevant. <i>(* Where appropriate)</i>	The student teacher demonstrates a secure understanding of the statutory curriculum, including Y Cwricwlwm Cymreig, PSE, WRE* and ESDGC where relevant. <i>(* Where appropriate)</i>	The student teacher demonstrates appropriate knowledge of the statutory curriculum aims and guidelines. Knowledge of Y Cwricwlwm Cymreig, PSE, WRE* and ESDGC are developing <i>(* Where appropriate)</i>	The student teacher does not demonstrate appropriate knowledge and understanding of the statutory curriculum aims and guidelines. Knowledge and understanding of Y Cwricwlwm Cymreig, PSE, WRE* and ESDGC are underdeveloped <i>(* Where appropriate)</i>
S2.3 Progression between stagesthey are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.	The student teacher shows a thorough understanding of the continuum in learners' learning and takes this into account in teaching. He / She demonstrates very good familiarity with the standards of attainment expected of learners at the points of transfer.	The student teacher shows a very good understanding of the continuum in learners' learning and takes this into account in teaching. He / She demonstrates good familiarity with the standards of attainment expected of learners at the points of transfer.	The student teacher shows a secure understanding of the continuum in learners' learning and takes this into account in teaching. He / She demonstrates familiarity with the standards of attainment expected of learners at the points of transfer.	The student teacher's understanding of the continuum in learners' learning is developing.	The student teacher's understanding of the continuum in learners' learning is insufficiently developed.
S2.4 How development affects learning ...trainees must demonstrate that they understand how learners' physical, intellectual, linguistic, social, cultural and emotional development can affect their learning.	The student teacher has a very strong awareness and understanding of the range of factors affecting learners' development. An inclusive learning environment is well-established and impacts very positively on learners' progress. Individual learners' needs are met.	The student teacher's awareness and understanding of a range of factors affecting learners' development and learning is very good overall and he / she applies this well through inclusive planning and teaching. Individual learners' needs are addressed.	The student teacher's awareness and understanding of a range of factors affecting learners' development and learning is secure and he / she applies this in classroom practice – i.e. taking account of and responding to individual learners' needs when planning and delivering lessons.	The student teacher has an emerging understanding of factors affecting learners' development and learning, but is not yet able to take account of and respond to individual learners' needs when planning lessons, or teach in a fully inclusive way.	The student teacher demonstrates a poor understanding of factors affecting learners' development and learning and this has an adverse effect on classroom practice.
S2.5 Using information and communication technology (ICT) ...they know how to use ICT effectively, both to teach their subject and to support their wider professional role.	The student teacher uses ICT (including mobile technologies) very effectively and imaginatively to enhance learning and teaching. He / she uses ICT selectively and evaluates its value as part of the learning process. He / She uses ICT to enhance the efficiency and effectiveness of wider professional activities such as planning, assessment and reflective practice.	The student teacher uses ICT very effectively to enhance learning and teaching. He / She evaluates the use of ICT in learners' learning and selects ICT applications that enhance the learning experience. He / She uses ICT consistently well to enhance the effectiveness of wider professional activities such as planning, assessment and reflective practice.	The student teacher uses ICT well to enhance learning and teaching. He / She evaluates the use of ICT in learners' learning and begins to select ICT applications appropriately. He / She uses ICT to enhance the effectiveness of wider professional activities such as planning, assessment and reflective practice.	The student teacher uses ICT to teach and evaluates its appropriate use. He/ She is beginning to use ICT to support professional activities such as planning, assessment or evaluations of his/her own practice.	The student teacher is unable to/does not use ICT to teach and does not evaluate its appropriate use in the classroom. He/ She does not use ICT to support a range of professional activities (e.g. planning or assessment).

STANDARD S2 Knowledge and understanding To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
<p>S2.6 Special Educational Needs (SEN) ...they understand their responsibilities under the SEN Code of Practice for Wales, and know how to seek advice from specialists on less common types of special educational needs.</p>	<p>The student teacher has a very well-developed understanding of the SEN CoP in Wales. He / She seeks advice when needed about less common types of special educational needs. He / She demonstrates a very good understanding of the graduated framework of identification, assessment and intervention set out in the CoP and the role of the SENCo. He / She uses information very effectively to support the needs of learners at SA, SA+ or with a Statement of SEN. This is very apparent in planning.</p>	<p>The student teacher has a good overall understanding of the SEN CoP in Wales. She seeks advice when needed about less common types of special educational needs. He / She demonstrates a good understanding of the graduated framework of identification, assessment and intervention set out in the CoP and the role of the SENCo. He / She uses information effectively to support the needs of learners at SA, SA+ or with a Statement of SEN. This is evident in planning.</p>	<p>The student teacher has an appropriately sound understanding of the SEN CoP in Wales. He / she seeks advice when needed about less common types of special educational needs. He / She demonstrates a secure understanding of the graduated framework of identification, assessment and intervention set out in the CoP and the role of the SENCo. He / She uses information to support the needs of learners at SA, SA+ or with a Statement of SEN.</p>	<p>The student teacher shows an awareness of responsibilities under of the SEN CoP for Wales. Where appropriate, they seek advice about less common types of special educational needs. They begin to use information to support the needs of learners with SEN.</p>	<p>The student teacher shows an under-developed awareness of responsibilities under of the SEN CoP for Wales. They do not seek advice about types of special educational needs and lack awareness of the role of the SENCo.</p>
<p>S2.7 Promoting good behaviour ...they know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p>	<p>The student teacher's knowledge of and ability to reflect on strategies to promote good behaviour and a purposeful learning environment are highly developed. The strategies are used effectively with high levels of independence and imagination. Learners are given responsibility and expectations of them are very high. Very high levels of self-control are evident.</p>	<p>The student teacher's knowledge of strategies to promote good behaviour and a purposeful learning environment is very good. This has a very positive impact on pupil learning. For example, maintaining a brisk pace to lessons, setting and maintaining high expectations, using voice effectively, using praise and encouragement, asking carefully formulated questions, intervening in a timely manner to refocus learners, deploying other adults effectively, etc. The strategies are used effectively and with independence.</p>	<p>The student teacher's knowledge of strategies to promote good behaviour and a purposeful learning environment is sound. For example, maintaining a brisk pace to lessons, setting and maintaining high expectations, using voice effectively, using praise and encouragement, asking carefully formulated questions, intervening in a timely manner to refocus learners, deploying other adults effectively, etc. The strategies are used well and with independence.</p>	<p>With support, the student teacher is beginning to implement strategies to promote good behaviour and create a purposeful learning environment. The strategies are used with growing independence.</p>	<p>The student teacher is unable to use a range of strategies to promote positive behaviour and create a purposeful learning environment. They do not seek advice and aim to consistently implement whole-school approaches within their teaching.</p>

STANDARD	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.1 Teaching: Planning, expectations and targets To gain QTS ...					
S3.1.1 Setting objectives ...they must demonstrate that they set challenging teaching and learning objectives which are relevant to all learners in their classes. They base these on their knowledge of: a. the learners; b. evidence of their past and current achievement; c. the expected standards for learners of the relevant age range; and d. the range and content of work relevant to learners in that age range	The student teacher identifies very well-focused and clearly stated learning objectives consistently and with high levels of independence. Learning objectives are very relevant to learners' age and stage of development. They take account of pupil outcomes and they build very effectively on prior learning, ensuring that all learners are appropriately challenged.	The student teacher identifies focused and clearly stated learning objectives. Learning objectives are relevant to learners' age and stage of development. He / She uses the knowledge of the expected standards for the age range to inform the setting of sufficiently challenging objectives. They build well on prior learning, taking very good account of pupil outcomes.	The student teacher identifies clearly stated learning objectives. Learning objectives are relevant to learners' age and stage of development and they build appropriately on prior learning. He / She uses the knowledge of the expected standards for the age range to inform the setting of sufficiently challenging objectives.	The student teacher has an emerging ability to identify learning objectives which are relevant to learners' age, stage of development and generally build on prior learning. Learning objectives are usually focused.	The student teacher is not able to identify learning objectives which are relevant to learners' age, stage of development or which build on prior learning. Learning objectives are insufficiently focused.
S3.1.2 Planning lessons ...they must demonstrate that they use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess learners' knowledge, skills and understanding. They take account of and support learners' varying needs so that all those they teach can make good progress.	There is absolute cohesion between the planned objectives and content of teaching. AFL is considered fully at the planning stage, <u>including for literacy and numeracy</u> . He / She pays excellent attention to planning to ensure the progress of all learners through clearly stated differentiation (i.e. groups & individuals). Where appropriate, planning to take account of factors such as gender and ethnicity is evident.	There is a very good link between the planned objectives and content of teaching. Assessment for learning is considered fully at the planning stage, <u>including for literacy and numeracy</u> . The student teacher pays very good attention to planning to ensure the progress of all learners through carefully defined differentiation.	There is an appropriate link between the planned learning objectives and content of teaching. Assessment for learning is well considered at the planning stage, <u>including for literacy and numeracy</u> . The student teacher pays due attention to planning to ensure the progress of all learners through defined differentiation strategies.	The student teacher usually matches stated learning objective(s) and the planned lesson(s) / teaching episode(s). Assessment for learning is beginning to be considered at the planning stage. There is emerging attention to planning for the progress of all learners through differentiation.	There is a mismatch between stated learning objective(s) and the planned lesson(s) / teaching episode(s). Assessment for learners' learning is not considered at the planning stage. There is insufficient attention to planning for the progress of all learners.
S3.1.3 Using resources ...they must demonstrate that they select and prepare resources, and plan for their safe and effective organisation, taking account of learners' interests and their language and cultural backgrounds, with the help of support staff where appropriate.	The student teacher selects and / or prepares resources imaginatively and effectively, paying close attention to meeting learners' varying needs, taking account of their language and cultural backgrounds. He / She organises resources safely, efficiently and effectively.	The student teacher selects and / or prepares suitable resources effectively, paying close attention to meeting learners' varying needs. He / She organises resources safely and effectively. Other adults are deployed effectively to support resource management, where appropriate.	The student teacher selects and / or prepares suitable resources, paying attention to meeting learners' needs. He / She organises resources safely. Other adults are used effectively to support resource management, where appropriate.	The student teacher generally selects or prepares suitable resources to support lesson plans. There is some consideration given to the collection of resources to match learners' needs. He / She pays attention to the safe and effective organisation of resources.	The student teacher does not select or prepare suitable resources to support lesson plans. There is limited consideration given to the collection of resources to match learners' needs. He / She pays insufficient attention to the safe and effective organisation of resources.
S3.1.4 Working in teams ...they must demonstrate that they take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support learning in children and young people.	The student teacher participates effectively and enthusiastically to the collaborative activities within teaching teams. He / She is exceptionally well able to plan for the effective deployment of other adults in the classroom	The student teacher participates effectively in the collaborative activities within teaching teams. He / She is well able to plan for the effective deployment of other adults in the classroom who support learners' learning.	The student teacher participates appropriately in the collaborative activities within teaching teams. He / She is well able to plan for the effective deployment of other adults in the classroom who support	The student teacher is beginning to contribute to the collaborative activities of teaching teams. He / She has an awareness of the need to consider the suitable deployment of adults who support learners' learning.	The student teacher does not contribute sufficiently to the collaborative activities of teaching teams. He / She does not consider the suitable deployment of adults who support learners' learning.

STANDARD S3.1 Teaching: Planning, expectations and targets To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
	who support learners' learning.		learners' learning		
S3.1.5 Out-of-school learning ...they must demonstrate that as relevant to the age range they are trained to teach, they are able to plan opportunities for those they teach to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.	With minimal/no support from experienced teachers, the student teacher demonstrates a well-developed ability to plan for enhancement activities such as field-work or learning in out-of-school contexts.	With some support from experienced teachers, the student teacher demonstrates a competent ability to plan for enhancement activities such as field-work or learning in out-of-school contexts.	With limited support from experienced teachers, the student teacher demonstrates a growing ability to plan for enhancement activities such as field-work or learning in out-of-school contexts.	With significant support from experienced teachers, the student teacher is beginning to plan for enhancement activities such as field-work or learning in out-of-school contexts.	Not yet had the opportunity. OR The student teacher is not able to plan enhancement activities (such as field-work or learning in out-of-school contexts), even when provided with basic guidance from an experienced teacher.

STANDARD S3.2 Monitoring and assessment To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
<p>S3.2.1 Assessment strategies ...they make appropriate use of a range of monitoring and assessment strategies to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.</p>	<p>The student teacher uses a range of assessment strategies very effectively to identify learners' progress in relation to stated objectives for learning. He / She demonstrates a highly developed ability to use the assessment information to specify the next step in learners' learning, paying precise attention to individual needs. There is clear and consistent evidence of the assessments of learners' progress and attainment (both during and at the end of lessons/units of work) demonstrably informing future planning and teaching.</p>	<p>The student teacher uses a very good range of assessment strategies to identify learners' progress in relation to stated objectives for learning. He / She demonstrates a very good ability to use the assessment information to specify the next step in learners' learning, paying close attention to individual needs. There is clear and consistent evidence of the assessments of learners' progress and attainment informing future planning and teaching.</p>	<p>The student teacher uses an appropriate range of assessment strategies to identify learners' progress in relation to stated objectives for learning. He / She demonstrates a secure ability to use the assessment information to specify the next step in learners' learning, paying close attention to individual needs. Assessments of learners' progress and attainment inform their planning and teaching.</p>	<p>The student teacher is aware of the requirement to use appropriate monitoring and assessment strategies to assess learners' progress. He / She is beginning to focus on stated learning objectives when assessing learners' progress. He / She is beginning to use assessment information to plan the next step in learners' learning.</p>	<p>The student teacher is unable to use appropriate monitoring and assessment strategies to assess learners' progress. He / She does not focus sufficiently on stated learning objectives when assessing learners' progress. He / She is unable to use assessment information to plan the next step in learners' learning.</p>
<p>S3.2.2 Assessment to support learning ...they must demonstrate that they monitor and assess as they teach, giving immediate and constructive feedback to support learners as they progress. They involve learners in reflecting on, evaluating and improving their own performance.</p>	<p>There is highly effective and consistent implementation of assessment for learning practices during lessons to give immediate, constructive feedback to learners. There is regular and effective involvement of learners in reflecting of their learning and making improvements to their work. Pupils' self-assessment and evaluative skills are developed to a high level.</p>	<p>There is very good implementation of assessment for learning practices during lessons to give immediate, constructive feedback to learners. There is regular and purposeful involvement of learners in reflecting on their learning and making improvements to their work. Pupils take an active role in their own learning.</p>	<p>There is consistent implementation of assessment for learning practices during lessons to give immediate, constructive feedback to learners. There is regular involvement of learners in reflecting on their learning and making improvements to their work.</p>	<p>The student teacher is aware of the need to use assessment for learning strategies consistently during lessons to give immediate, constructive feedback to learners. There is some involvement of learners in reflecting on their learning or making improvements to their work.</p>	<p>The student teacher does not use assessment for learning strategies consistently during lessons to give immediate, constructive feedback to learners. There is little involvement of learners in reflecting of their learning or making improvements to their work.</p>

STANDARD S3.2 Monitoring and assessment To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
<p>S3.2.3 Assessment against national requirements ...they must demonstrate that they are able to assess learners' progress accurately using, as relevant, the Foundation Phase Outcomes, National Curriculum level descriptions, National Curriculum outcomes, criteria from national qualifications, the requirements of awarding bodies or objectives from the relevant guidance. They may have guidance from an experienced teacher where appropriate.</p>	<p>The student teacher demonstrates independence and accuracy in assessing learners' progress using, as relevant, the FP outcomes, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, NC assessment frameworks or objectives from the relevant guidance.</p>	<p>The student teacher demonstrates good competence when assessing learners' progress using, as relevant, the FP outcomes, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, NC assessment frameworks or objectives from the relevant guidance.</p>	<p>The student teacher demonstrates growing competence (with minimal support) when assessing learners' progress using, as relevant, the FP outcomes, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, NC assessment frameworks or objectives from the relevant guidance.</p>	<p>When provided with guidance, the student teacher is able to assess the basic progress of learners using, as relevant, the FP outcomes, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, NC assessment frameworks or objectives from the relevant guidance.</p>	<p>Not yet had the opportunity. OR Even when provided with guidance, the student teacher is not able to assess the basic progress of learners using, as relevant, the FP outcomes, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, NC assessment frameworks or objectives from the relevant guidance.</p>
<p>S3.2.4 Meeting learners' needs ...they identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.</p>	<p>Working with high levels of independence, the student teacher identifies and provides effective support for more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</p>	<p>The student teacher identifies and provides very good support for more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</p>	<p>The student teacher identifies and provides appropriate support for more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</p>	<p>With support, the student teacher is able to identify or provide basic support for more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</p>	<p>Even with support, the student teacher is unable to identify or provide basic support for more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</p>
<p>S3.2.5 English or Welsh as an additional language ...with the help of an experienced teacher, they can identify the levels of attainment of learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.</p>	<p>With minimal guidance, the student teacher is able to identify the levels of attainment of learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. He / She analyses the language demands and learning activities and provides cognitive challenge as well as language support. Differentiation is highly effective.</p>	<p>With very occasional guidance, the student teacher is able to identify the levels of attainment of learners learning English or Welsh, where this is the language in which they are being taught and is different from the language or form of language of their home. He / She is well-able to analyse the language demands and learning activities and begins to provide cognitive challenge as well as language support.</p>	<p>With occasional guidance, the student teacher is able to identify the levels of attainment of learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. He / She is able to analyse the language demands and learning activities and begins to provide cognitive challenge as well as language support.</p>	<p>With support, the student teacher is able to provide basic support for learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.</p>	<p>Not yet had the opportunity. OR Even with support, the student teacher is not able to provide basic support for learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.</p>

STANDARD S3.2 Monitoring and assessment To gain QTS ...	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.2.6 Recording progress ...they record learners' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help learners review their own progress and to inform planning.	The student teacher records learners' progress and achievements using a systematic and efficient approach to provide evidence of the range of their work, progress and attainment over time. He / She uses this information routinely and effectively to help learners review their own progress and to inform planning.	The student teacher records learners' progress and achievements using a systematic approach to provide evidence of the range of their work, progress and attainment over time. He / She uses this information routinely to help learners review their own progress and to inform planning.	The student teacher records learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time. He / She uses this information to help learners review their own progress and to inform planning.	In line with course expectation and stage of training, the student teacher records learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time. He / She has used this to help learners review their own progress and to inform planning.	The student teacher does not record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time. He / She does not use this routinely to help learners review their own progress and to inform planning.
S3.2.7 Reporting to parents and others ...they are able to use records as a basis for reporting on learners' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and learners.	The student teacher uses records effectively and accurately to report on learners' attainment and progress orally and in writing for parents, carers, other professionals and learners. He / She has a very clear understanding of the statutory requirements for reporting.	The student teacher uses records accurately and with growing effectiveness to report on learners' attainment and progress orally and in writing for parents, carers, other professionals and learners.	The student teacher uses records accurately to report on learners' attainment and progress orally and in writing for parents, carers, other professionals and learners.	The student teacher has an awareness of the use of records as a basis for reporting on learners' attainment and progress orally and in writing, accurately for parents, carers, other professionals and learners.	Not yet had the opportunity. OR The student teacher is not able to use records as a basis for reporting on learners' attainment and progress orally and in writing, accurately for parents, carers, other professionals and learners.

STANDARD S3.3 Teaching: Teaching and class management To gain QTS..	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.3.1 High expectations ...they have high expectations of learners and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where learners feel secure and confident.	The student teacher has consistently high expectations of learners and builds successful, productive relationships, centred on teaching and learning. He / She establishes a purposeful and productive learning environment where learners feel secure and confident and he / she understands the diversity within the class. He / She plans work for learners at a suitably high level in relation to age and ability and to external NC standards, ensuring challenge for all.	The student teacher has high expectations of learners and builds very successful relationships, centred on teaching and learning. He / She establishes a purposeful learning environment where learners feel secure and he / she understands the diversity within the class. He / She plans work for learners at a suitably high level in relation to age and ability and to external NC standards.	The student teacher has appropriate expectations of learners and builds successful relationships, centred on teaching and learning. He / She establishes a sound learning environment where learners feel secure and he / she understands the diversity within the class.	The student teacher has a developing awareness of the need to have high expectations of learners and is beginning to build successful relationships, centred on teaching and learning. He / She is beginning to establish a purposeful learning environment where learners feel secure and confident. There is some understanding of diversity within the class.	The student teacher does not have high expectations of learners and is not able to build successful relationships, centred on teaching and learning. He / She does not establish a purposeful learning environment where learners feel secure and confident. There is little understanding of diversity within the class.
S3.3.2 Foundation Phase/Key Stage 2/3/4/post-16 ...they can teach the required or expected skills, knowledge and understanding relevant to the curriculum for learners in the age range for which they are trained.	Demonstrating high levels of independence and initiative, the student teacher teaches the required or expected knowledge, understanding and skills relevant to the curriculum / subject(s) for learners in the age range for which they are trained and makes appropriate use of Y Cwricwlwm Cymreig.	The student teacher is well able to teach the required or expected knowledge, understanding and skills relevant to the curriculum / subject(s) for learners in the age range for which they are trained and makes appropriate use of Y Cwricwlwm Cymreig.	The student teacher teaches the required or expected knowledge, understanding and skills relevant to the curriculum / subject(s) for learners in the age range for which they are trained and makes appropriate use of Y Cwricwlwm Cymreig.	Considering the student teacher's stage of training he / she is beginning to teach the required and expected knowledge, understanding and skills relevant to the curriculum / subject(s) for learners in the age range for which they are trained and makes appropriate use of Y Cwricwlwm Cymreig.	Even when the student teacher's stage of training is considered, he / she cannot teach the required or expected knowledge, understanding and skills relevant to the curriculum / subject(s) for learners in the age range for which they are trained and makes appropriate use of Y Cwricwlwm Cymreig.
S3.3.3 Delivering effective lessons ... they teach clearly structured lessons or sequences of work which interest and motivate learners and which: <ul style="list-style-type: none">• make learning objectives clear to learners;• employ interactive teaching methods and collaborative group work;• promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.	Lessons (and series of lessons) are very well-structured and motivate learners effectively. The student teacher communicates learning objectives clearly and imaginatively to learners (e.g. involving them in their construction). He / She ensures their understanding of the objectives and success criteria. He / She employs interactive teaching methods and collaborative group work with competence and promotes active and independent learning routinely. Their learning thrives.	Lessons (and series of lessons) are well-structured and motivate learners very well. The student teacher communicates learning objectives and success criteria clearly and sometimes, imaginatively to learners. He / She employs a strong range of interactive teaching methods and collaborative group work with growing competence and promotes active and independent learning.	Lessons (and series of lessons) are appropriately structured and motivate learners well. The student teacher shows the ability to communicate learning objectives and success criteria clearly to learners. He / She employs a growing range of interactive teaching methods and collaborative group work with growing competence and promotes active and independent learning.	The student teacher is demonstrating the ability to teach structured lessons or sequences of work which interest and motivate learners. He / She is showing an emerging awareness of the need to communicate learning objectives clearly to learners and employ interactive teaching methods and collaborative group work with appropriate competence. He / She has demonstrated attempts to promote active and independent learning routinely in their lessons.	The student teacher cannot teach structured lessons or sequences of work which interest and motivate learners. He / She does not communicate learning objectives clearly to learners nor employ interactive teaching methods and collaborative group work with appropriate competence. He / She is not able to promote active and independent learning routinely in their lessons.

STANDARD S3.3 Teaching: Teaching and class management To gain QTS..	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.3.4 Differentiating teaching ...they differentiate their teaching to meet the needs of learners, including the more able and talented, and those with special educational needs. They may have guidance from an experienced teacher where appropriate.	With high levels of independence, the student teacher differentiates teaching very effectively to meet the needs of learners including the more able and talented, and those with special educational needs.	With very limited support, the student teacher differentiates teaching very well to meet the needs of learners including the more able and talented, and those with special educational needs.	With some guidance, the student teacher differentiates teaching (e.g. content, pace and approach) to meet the needs of learners including the more able and talented, and those with special educational needs.	With the guidance of the class teacher, the student teacher is beginning to differentiate their teaching to meet the needs of learners including the more able and talented, and those with special educational needs.	Even with the guidance and support of the class teacher, the student teacher cannot differentiate their teaching to meet the needs of learners including the more able and talented, and those with special educational needs.
S3.3.5 Supporting English/Welsh as an additional language ...they are able to support those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.	With high levels of independence and effectiveness, the student teacher supports those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.	With limited support, the student teacher supports those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.	With support, the student teacher supports those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.	With the guidance of the class teacher where appropriate, they have an awareness of the need to support those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.	Not yet had the opportunity. OR Even with the guidance of the class teacher where appropriate, they cannot support those learners learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home.
S3.3.6 Taking account of diversity ...they must demonstrate that they take account of the varying interests, experiences and achievements of all those they teach to help learners make good progress.	With high levels of independence, the student teacher takes account of the varying interests, experiences of boys and girls, and learners from different cultural and ethnic groups, to help learners make good progress.	With minimal support, the student teacher takes account of the varying interests, experiences of boys and girls, and learners from different cultural and ethnic groups, to help learners make very good progress.	With limited support, the student teacher takes account of the varying interests, experiences of boys and girls, and learners from different cultural and ethnic groups, to help learners make good progress.	With support where appropriate, the student teacher has an awareness of the need to take account of the varying interests, experiences of boys and girls, and learners from different cultural and ethnic groups, to help learners make good progress.	Even with support where appropriate, the student teacher does not take account of the varying interests, experiences of boys and girls, and learners from different cultural and ethnic groups, to help learners make good progress.
S3.3.7 Time Management ...they organise and manage teaching and learning time effectively.	With high levels of independence, the student teacher organises and manages teaching and learning time very effectively. He/ She maintains a brisk pace in teaching which maximises learning and maintains high levels of motivation in pupils.	The student teacher organises and manages teaching and learning time competently and confidently. He/ She is usually well able to maintain a brisk pace in teaching which maximises learning and maintains pupils' motivation.	The student teacher organises and manages teaching and learning time appropriately and with growing confidence. He/ She is usually able to maintain a good pace in teaching in order to maximise learning.	The student teacher is beginning to organise and manage teaching and learning time with appropriate levels of competence for the stage of their training. The pace of teaching is usually adequate.	The student teacher does not organise and manage teaching and learning time with appropriate levels of competence for the stage of their training. The pace of teaching is poor.
S3.3.8 Using resources safely and effectively ...they organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.	The student teacher organises and manages the physical teaching space, tools, materials, texts and other resources safely and effectively, creating an environment which stimulates interest, values learning and supports collaboration and independence.	The student teacher is well able to organise and manage the physical teaching space, tools, materials, texts and other resources safely with the help of support staff, where appropriate, to facilitate effective learning.	The student teacher organises and manages the physical teaching space, tools, materials, texts and other resources safely with the help of support staff, where appropriate.	The student teacher is beginning to organise and manage the physical teaching space, tools, materials, texts and other resources safely and appropriately with the help of support staff where appropriate.	The student teacher does not organise and manage the physical teaching space, tools, materials, texts and other resources safely and appropriately with the help of support staff where appropriate.

STANDARD S3.3 Teaching: Teaching and class management To gain QTS..	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.3.9 Managing behaviour ...they set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.	The student teacher consistently sets very high expectations for learners' behaviour and establishes a highly effective framework for classroom discipline. He / She promotes strongly the self-control and independence of learners so that they can manage their own learning.	The student teacher sets high expectations for learners' behaviour and establishes a very good framework for classroom discipline to anticipate and manage learners' behaviour. He / She encourages the self-control and independence of learners and they are aware of the boundaries.	The student teacher sets appropriate expectations for learners' behaviour and establishes a sound framework for classroom discipline to anticipate and manage learners' behaviour. He / She encourages the self-control and independence of learners.	The student teacher is showing an emerging awareness of the need to set high expectations for learners' behaviour or establish an appropriate framework for classroom discipline to anticipate and manage learners' behaviour constructively.	The student teacher is not able to set high expectations for learners' behaviour or establish an appropriate framework for classroom discipline to anticipate and manage learners' behaviour constructively.
S3.3.10 Using ICT ...they use ICT effectively in their teaching.	The student teacher uses ICT very effectively and imaginatively in their teaching with strong awareness of its appropriateness and impact.	The student teacher uses ICT effectively in their teaching with very good awareness of its appropriateness and impact.	The student teacher uses ICT well in their teaching with sound awareness of its appropriateness and impact.	The student teacher is beginning to use ICT in their teaching with appropriate awareness of its appropriateness and impact.	The student teacher is not able to use ICT in their teaching with appropriate awareness of its appropriateness and impact.
S3.3.11 Length and breadth of teaching experience ...they can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.	Demonstrating high levels of competence and confidence, the student teacher takes responsibility for teaching a class or classes over a sustained period of time. The student teacher is very well-able to teach across a limited range of ability levels in the age range for which they are trained.	Demonstrating good competence and confidence, the student teacher takes responsibility for teaching a class or classes over a sustained period of time. The student teacher is well-able to teach across a limited range of ability levels in the age range for which they are trained.	Demonstrating growing competence and confidence, the student teacher takes responsibility for teaching a class or classes over a sustained period of time. The student teacher is able to teach across a limited range of ability levels in the age range for which they are trained.	With support where appropriate, the student teacher is beginning to take responsibility for teaching a class or classes over an appropriate period of time. He / She is developing the ability to teach across a limited range of ability levels in the age range for which they are trained.	Even with support where appropriate, the student teacher is not able to take responsibility for teaching a class or classes over a sustained period of time. He / She is not able to teach across a limited range of ability levels in the age range for which they are trained.
S3.3.12 Providing homework ...they can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages learners to learn independently.	The student teacher provides imaginative and engaging homework related to classwork and other out of class work which consolidates or extends work carried out in the class to encourage learners to learn independently.	The student teacher provides interesting and useful homework and other out of class work which consolidates work carried out in the class to encourage learners to learn independently.	The student teacher provides appropriate homework and other out of class work which consolidates work carried out in the class to encourage learners to learn independently.	With support, the student teacher has, on appropriate occasions, provided homework or other out of class work which consolidates work carried out in the class.	The student teacher does not provide homework or other out of class work which consolidates work carried out in the class to encourage learners to learn independently.
S3.3.13 Working with others ...they work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance learners' learning.	The student teacher works very effectively in collaboration with specialist teachers and other colleagues, as appropriate. He / She is very able to manage the work of teaching assistants or other adults to enhance learners' learning.	The student teacher works well in collaboration with specialist teachers and other colleagues, as appropriate. He / She is well able to manage the work of teaching assistants or other adults to enhance learners' learning.	The student teacher works in collaboration with specialist teachers and other colleagues, as appropriate. He / She manages the work of teaching assistants or other adults to enhance learners' learning.	Under the guidance of the classroom teacher, the student teacher is demonstrating an awareness of the requirement to work collaboratively with specialist teachers and other colleagues. He / She is beginning to manage the work of teaching assistants or other adults to enhance learners' learning, even when provided with guidance.	Even when under the guidance of the classroom teacher, the student teacher is not able to work collaboratively with specialist teachers and other colleagues. He / She is not able to manage the work of teaching assistants or other adults to enhance learners' learning, even when provided with guidance.

STANDARD S3.3 Teaching: Teaching and class management To gain QTS..	1 Excellent (Achieving the Standards for QTS)	2 Good (Achieving the Standards for QTS)	3a Adequate (Achieving the Standards for QTS)	3b Not yet achieving but working towards the standards for QTS	4 Not achieving
S3.3.14 Equal opportunities ...they recognise and respond effectively to social inclusion and equal opportunities issues as they arise in the classroom, including challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.	With high levels of independence, the student teacher recognises and responds appropriately to social inclusion and equal opportunities issues as they arise in the classroom. He / She is well-aware of relevant policies and procedures to challenge bullying or harassment and implements these with the class teacher's support.	With limited support, the student teacher recognises and responds appropriately to social inclusion and equal opportunities issues as they arise in the classroom. He / She is well aware of relevant policies and procedures to challenge bullying or harassment and implements these with the class teacher's support.	The student teacher recognises and responds appropriately to social inclusion and equal opportunities issues as they arise in the classroom. He / She is aware of relevant policies and procedures to challenge bullying or harassment and implements these with the class teacher's support.	With the guidance of the classroom teacher, the student teacher is demonstrating an awareness of social inclusion and equal opportunities issues as they arise in the classroom. He / She has been made aware of relevant policies and procedures to challenge bullying or harassment and can implement these with the class teacher's support.	Even with guidance of the classroom teacher, the student teacher does not recognise and respond appropriately to social inclusion and equal opportunities issues as they arise in the classroom. He / She is not familiar with relevant policies and procedures to challenge bullying or harassment and implement these with the class teacher's support.
S3.3.15 Sustainable development and global citizenship ...they take appropriate opportunities to teach education for sustainable development and global citizenship in all relevant aspects of their teaching.	The student teacher takes relevant and imaginative opportunities to enhance and teach education for sustainable development and global citizenship in all relevant aspects of their teaching.	The student teacher takes relevant opportunities to teach education for sustainable development and global citizenship in aspects of their teaching.	The student teacher takes appropriate opportunities to teach education for sustainable development and global citizenship in aspects of their teaching.	With the class teacher's support, the student teacher is aware of the need to take appropriate opportunities to teach education for sustainable development and global citizenship.	Even with the class teacher's support, the student teacher is not able to take appropriate opportunities to teach education for sustainable development and global citizenship in all relevant aspects of their teaching.

Literacy and Numeracy	Grade 1 Excellent	Grade 2 Good	Grade 3a Adequate	Grade 3b Not yet achieving but working towards the standards for QTS	Grade 4 Not achieving
Grading the student teacher's ability to develop learners' literacy and numeracy	Consideration given to the planning, teaching and assessment of literacy/numeracy is at a high level (see below):	Careful consideration has been given to the planning, teaching and assessment of literacy/numeracy (see below):	Consideration has been given to the planning, teaching and assessment of literacy/numeracy (see below):	Consideration has been given to the planning, teaching or assessment of literacy/numeracy but not necessarily all three (see below):	Insufficient attention given to the development of literacy/numeracy (see below):
	learners' acquisition and/or application of literacy/numeracy skills and concepts is high on the agenda of planning and teaching. Tasks set are realistic, purposeful and engage learners in developing their skills. Unexpected opportunities for developing skills in literacy/numeracy are capitalised upon.	careful consideration has been given to planning and teaching in order to develop learners' acquisition and/or application of literacy/numeracy skills and concepts. Tasks set develop these skills in a purposeful way.	planning and teaching enable learners to acquire and/or apply literacy/numeracy skills and concepts within realistic tasks as appropriate to the learners' stage of development.	in planning, consideration is given to the development of learners' literacy and numeracy but opportunities may have been missed and suitable focus is not always maintained in the delivery of the session.	Insufficient attention is given to the development of learners' literacy and numeracy in both planning and teaching.
	effective use is made of assessment for learning strategies to extend literacy/numeracy skills and the lesson plan builds on previous assessments of learners' literacy/numeracy skills. Individual learners' needs are carefully considered and catered for.	good use of assessment for learning strategies to inform the development of literacy/numeracy and the lesson plan is informed by previous assessments of literacy/numeracy taking individual learners' needs into consideration.	ability to identify the main strengths and areas for development in learners' literacy/numeracy and to use assessment to inform planning.	literacy/numeracy is considered within assessment strategies but the lesson is not necessarily informed by previous assessments.	literacy/numeracy is not considered within the assessment and monitoring of learning.
	Good level of competence		Minor errors to address		Require improvement
Grading the quality of the student teacher's personal literacy and numeracy	There are no significant errors in both spoken and written language. The student teacher demonstrates good functional personal skills in literacy/ numeracy as applicable to the teaching context, and knowledge and understanding is used effectively to develop learners' skills within sessions.		Some minor errors in spoken and/or written language that are easily rectified and do not adversely affect learning and teaching. In general, the student teacher demonstrates competent functional personal skills in literacy/ numeracy as applicable to the teaching context and knowledge and understanding is secure enough to support learners' skills within the session.		Insufficient attention is given to personal skills in literacy/numeracy, which adversely affects the development of learners' skills and/or does not meet the professional requirements demanded.

2.4 Further guidance and examples

Lesson Grading Guidance

This guidance should be used alongside the criteria in the Assessment Framework and the overarching descriptors in the table below to help reach an overall grade on Form A for an observed lesson.

Grades	Descriptor
1	Excellent. QTS standards achieved with many strengths, including significant examples of sector-leading practice.
2	Good. QTS standards achieved with many strengths and no important areas requiring significant improvement.
3a	Adequate. QTS standards achieved at this point, with strengths outweighing areas for improvement.
3b	Not yet achieving, but working towards the standards for QTS.
4	Not achieving.

See page 6 of Assessment Framework for guidance on 'sector-leading practice'.

The following table is a reminder of the **breadth of aspects that should be reflected upon when observing a lesson**, and colleagues should consider to what extent these have been achieved in relation to the descriptors above.

S1: Professional Values and Practice	S1.1 Understanding everyone's learning needs - <i>using past achievement to plan effectively for all.</i> S1.2 Consideration for learners and mutual respect – <i>demonstrating effective relationships with pupils.</i> S1.3 Inspiring learners - <i>motivating and acting as a role model.</i> S1.6 Working with others - <i>involvement of other adults to promote learning.</i> S1.7 Commitment to professional development – <i>demonstrating critical reflection on their own practice.</i>
S2: Knowledge and Understanding	S2.1, S2.2 Subject and wider knowledge - <i>knowledge of the curriculum and subject, area of learning, literacy and numeracy framework, Cwricwlwm Cymreig, thinking& ICT skills, ESDGC.</i> S2.3 Progression between stages - <i>awareness of learning in the Key Stages or phases before and after the ones they teach in.</i> S2.4 How development affects learning - <i>how well pupils' needs are met through sensitive planning and inclusive teaching.</i> S2.5 Using ICT - <i>demonstration of effective use of ICT in teaching.</i> S2.7 Promoting good behaviour – <i>use of strategies to promote good behaviour and establish a purposeful learning environment.</i>
S3.1: Teaching: Planning, Expectations and Targets	S3.1.1 Setting objectives - <i>clarity and suitability of learning objectives and success criteria.</i> S3.1.2 Planning lessons - <i>planning builds on prior learning, including aspects of literacy and numeracy. Planned learning experiences are differentiated according to ability. Appropriate AfL strategies are planned, including self- and peer assessment. Questioning is planned as both a teaching and assessment strategy to ensure challenge for all.</i> S3.1.3 Using resources – <i>appropriate resources are selected, prepared and organised to support the learning of all pupils.</i>
S3.2: Teaching: Monitoring and Assessment	S3.2.1 Assessment strategies – <i>a range of monitoring and assessment strategies is used to evaluate pupils' progress towards planned learning objectives, and information used to improve their own planning and teaching.</i> S3.2.2 Assessment to support learning - <i>the strategies used assess pupil learning and progress, with teaching responding promptly to information gained. Pupils are actively engaged through peer and self-assessment, with positive and useful feedback provided to them. Appropriate next-step targets for pupils are identified.</i> S3.2.4 Meeting learners' needs - <i>identification and support for MAT pupils, those working below age-related expectations, those failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.</i>
S3.3: Teaching and Class Management	S3.3.1 High expectations - <i>a purposeful and safe atmosphere where learners respect each other and co-operate well.</i> S3.3.2 Teaching relevant skills - <i>the expected skills, knowledge and understanding are taught, including appropriate development of literacy/numeracy skills and Welsh language.</i> S3.3.3 Delivering effective lessons - <i>Pupils are engaged, interested and motivated by the lesson. Learning objectives made clear and pupils engaged in establishing success criteria. Pupils encouraged in making suggestions, decisions and developing independence. Appropriate interactive strategies used to sustain learning throughout the lesson.</i> S3.3.4 Differentiating teaching - <i>teaching strategies differentiated to enhance learning for all pupils</i> S3.3.6 Taking account of diversity - <i>varying interests and achievements of all are considered to help pupils make good progress.</i> S3.3.7 Lesson management - <i>instructions clear so that pupils understand what is required. Effective routines for introductions, transitions and conclusions. Pupils organised effectively so that they can achieve tasks well. Lesson pace achieved and maintained. Pupils engaged in reflecting on and understanding what has been learnt in the lesson.</i> S3.3.8 Using resources – <i>resources suited to pupils' needs and motivate pupils to make progress. Teaching space used effectively.</i> S3.3.9 Managing behaviour - <i>high expectations with appropriate strategies used to manage behaviour constructively.</i> S3.3.12 Providing homework - <i>homework used to extend/consolidate learning and encourage independence.</i> S3.3.13 Working with others - <i>manage the work of teaching assistants to enhance learning.</i> S3.3.15 Sustainable development and global citizenship – <i>take appropriate opportunities to teach aspects of ESDGC</i>
Development of pupils' literacy and numeracy skills	Literacy/numeracy are appropriately highlighted in planning with relevant learning objectives and success criteria based on prior attainment and expected levels of progress. Skills are effectively taught using interesting activities and resources. Suitable AfL strategies are planned and used to assess pupil progress in literacy/numeracy with self- and peer assessment used to help pupils recognise and monitor their own progress. Tasks set develop skills in a relevant and purposeful way. Opportunities are not missed to develop pupils' literacy and numeracy skills in the lesson.

The charts below are a reminder of the Guide Expectations for School Experience from the Assessment Framework.



FEEDBACK FOR

Completing Form A: Guidance for mentors and tutors

Student Teacher: A. Jones	Subject/AoL: History – Life as a Roman slave	
Observer name(s): D. Williams	Class/Set: 3G	Date: 30/1/16
<input checked="" type="radio"/> Mentor <input type="radio"/> Senior Mentor <input type="radio"/> Tutor	School: Brick Lane	SE1 / <input checked="" type="radio"/> SE2

LESSON OBSERVATION: Please use guidance in Section 3 of Assessment Framework to help focus on strengths, shortcomings and the impact on learning as well as noting the relevant QTS Standards.

QTS Standards		Standards evidenced																																					
S1: Professionalism	<p style="text-align: center;">THROUGHOUT</p> <ul style="list-style-type: none"> * Use new lesson grading guidance sheet including descriptors of 'Good', 'Adequate' etc. to help reach a judgement on the lesson. * Ensure that comments are related to a numerical Standard reference (where possible). * Ensure that comments match with overall grade given for the lesson. * Ensure that all boxes are completed on the form. 																																						
S2: Knowledge																																							
S3.1: Teaching: Planning, Expectations and Targets																																							
<p>Include a comment in this section about whether the Learning & Teaching plan has been informed by prior pupil learning outcomes. Also include a comment about whether learning objectives and success criteria set for the lesson were appropriate or not, including those for literacy and numeracy.</p>																																							
S3.2: Teaching: Monitoring and Assessment	<p style="text-align: center;">SEWCTET Focus Areas</p>	<p style="text-align: center;">List standards evidenced during the lesson in this column</p>																																					
<p>Include a comment in this section about the strategies that were used to monitor progress and/or assess learning (or inform future planning) and their effectiveness.</p>																																							
S3.3: Teaching and Class Management																																							
<p>Ensure that comments throughout (<i>but especially in this section</i>) are evaluative, not descriptive. Make sure that comments focus on the impact of teaching and class management on <u>pupil learning</u> and whether this is effective or not.</p>																																							
<table border="1"> <thead> <tr> <th colspan="7">Literacy and Numeracy Grades (post SE1 mid-point assessment)</th> <th rowspan="3">Development and assessment of pupils' literacy and/or numeracy skills: Comments</th> </tr> <tr> <th colspan="3">Ability to develop pupils' literacy</th> <th colspan="4">Ability to develop pupils' numeracy</th> </tr> <tr> <th>1</th><th>2</th><th>3a</th><th>3b</th><th>4</th><th colspan="2">N/A</th> </tr> </thead> <tbody> <tr> <td colspan="3"></td> <td colspan="4"></td> <td rowspan="2"> <p>Refer to the literacy and/or numeracy areas of focus and how effectively these were developed <u>and</u> assessed. If opportunities missed, give possible suggestions for future development.</p> </td> </tr> <tr> <td colspan="3"></td> <td colspan="4"></td> </tr> </tbody> </table>		Literacy and Numeracy Grades (post SE1 mid-point assessment)							Development and assessment of pupils' literacy and/or numeracy skills: Comments	Ability to develop pupils' literacy			Ability to develop pupils' numeracy				1	2	3a	3b	4	N/A									<p>Refer to the literacy and/or numeracy areas of focus and how effectively these were developed <u>and</u> assessed. If opportunities missed, give possible suggestions for future development.</p>								
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<p>General comments / Other standards evidenced</p> <p>Use this section to celebrate successes and to provide comments related to wider standards which have been recently evidenced outside this observed lesson e.g. S1.5 'endeavour to promote the place of the school in the wider community'</p>		Standards evidenced																																					
<p>If 'Yes' please action COP immediately</p>																																							
<p>Is there a concern over progress? Yes No (If 'Yes' has been circled please contact university tutor immediately.)</p>	<p>Student files up to date? Yes No</p>	<p>Signed:..... Signed:.....</p>																																					
		<p>If 'No' please set as an additional target.</p>																																					

When grading begins, post SE1 mid-point, **always** circle **single grades** for L & N development **and** for the lesson.

FEEDBACK FORM A (EXAMPLE PRIMARY)

Student Teacher: A. Black	Subject/AoL: ENGLISH	
Observer name(s): <i>Mentor</i> <i>Senior Mentor</i> <i>Tutor</i>	Class/Set: Y5/6 lower ability set	Date: 20.10.15
	School: Alison Primary School	SE1 / SE2

LESSON OBSERVATION: Please use guidance in Section 3 of Assessment Framework to help focus on strengths, shortcomings and the impact on learning as well as noting the relevant QTS Standards.

QTS Standards	Standards evidenced
S1: Professional Values and Practice Sound awareness of individual learners' needs and interests demonstrated which enabled most pupils to access the tasks independently. Nearly all learners were keen to articulate their ideas due to the positive relationships that have been built based on mutual respect. You promote positive attitudes and behaviour and set a very good example for learners through appropriate personal conduct and speech.	S1.1 S1.2
S2: Knowledge and Understanding ICT used well to support learning and teaching. You coped admirably with the technological 'blip'. Continue to develop your understanding of non-narrative text types such as recounts, non-chronological reports, explanations, persuasive texts etc. (i.e. language features, structure, organisation) in order to ensure that learning opportunities are maximised.	S2.5 S2.1
S3.1: Teaching: Planning, Expectations and Targets Clearly planned sequence of activities. Check that timings match the session duration. Learning objectives and success criteria were too broad, however. These need to be measurable and planned activities need to enable learners to meet the objectives. These need to be based on knowledge of their past attainment within the context of the expected standards for their age group. You also need to be more precise in your identification of assessment strategies.	S3.3.1 S3.3.2
S3.2: Teaching: Monitoring and Assessment Good support and monitoring of individual learners in initial role play activity. Positive feedback provided throughout the session. Learning was progressed through questioning (but this was not necessarily directly related to the learning objectives) and there was some attempt to encourage learners to make improvements to their role play.	S3.2.1 S3.2.2
S3.3: Teaching and Class Management Learners were grouped effectively during all stages of the lesson. You engaged learners successfully through use of the initial role play activity. This was well organised and facilitated a good discussion of the key term, 'persuasion'. The video clip was an appropriate stimulus and helped to refocus the learners. Making notes encouraged active listening. Nearly all learners were able to provide an appropriate verbal response based on their notes. <i>Could you have also used the flipchart to note key vocabulary as the learning progressed, as one of your learning objectives was focused on 'the language of persuasion'? Providing learners with the opportunity to identify the persuasive language and 'techniques' used would have challenged learners and progressed their learning further.</i> You provided an attractive framework to support paired writing, but this was suited to the refinement of ideas, rather than the completion of a bubble map. A majority of the learners were unclear about the purpose of the framework and therefore did not engage fully with the activity. Some spelling and punctuation errors were noted in the framework (see annotations and target set below) and you also needed to deconstruct the language features identified here (i.e. rhetorical questions, connectives, informal language choices). You allowed time for a meaningful debate in the latter part of the session; most learners responded well. Achievement was good overall, but not directly related to the stated objective and success criteria. Most pupils were motivated and participated well in learning.	S3.3.3 S3.3.7 S3.3.8

Literacy and Numeracy Grades (post SE1 mid-point assessment)	Development and assessment of pupils' literacy and/or numeracy skills: Comments
Ability to develop pupils' literacy 1 2 3a 3b 4 N/A	(Development of numeracy not applicable in this context.) Learners' oracy skills were suitably consolidated in this lesson (e.g. giving views on what the speaker has said); however, the writing objectives were not achieved by the majority of learners. Opportunities to develop writing were missed and a suitable focus was not always maintained in the delivery of the lesson. This made it very difficult to assess progress accurately and respond accordingly.
Ability to develop pupils' numeracy 1 2 3a 3b 4 N/A	

Lesson grade (post SE1 mid-point assessment)	1	2	3a	3b	4
1 - Excellent	2 - Good	3a - Adequate	3b - Not yet achieved but working towards the QTS standards	4 - Not achieved	

Targets for improvement	Suggested strategies	Relevant Standards
1. To improve the clarity and focus of learning objectives, success criteria and assessment for learning. 2. To improve the link between planned objectives and the content of teaching. 3. To improve the accuracy of written English on learner resources.	1. Engage with the 'skills' from NC Documents and the LNF to support you in writing learning objectives and success criteria. Avoid use of the verb 'understand'. Instead use more measurable verbs such as 'explain', 'discuss', 'present'. Chapters in Shirley Clarke's assessment books are a useful point of reference. Also, clearly indicate which AfL strategies you will be using and at which point of the lesson. Refer to the SEWCTET <i>Effective Learning and Teaching Guide, Assessment for Learning (Key Stage 2)</i> . 2. Activities and scaffolding (e.g. writing frames) must facilitate achievement of the planned objective(s). These activities should progress and challenge learners. Developing your own subject knowledge (S2.1) will support you in identifying suitable activities and extending learners' literacy skills. 3. Proof-read carefully: read through your work several times, concentrating first on sentence structures, then word choice, then spelling, and finally punctuation. It is sometimes useful to take a break in between writing and proof-reading so you are viewing your work with fresh eyes.	S3.1.1 S3.1.2 S3.1.2 S2.1

General comments / Other standards evidenced	Standards evidenced
Pleasing progress is noted in relation to Standards 2.7 and 3.3.9. There is a need to ensure that evaluations of learning are completed on a daily basis in order to reflect upon the learners' achievements and plan next steps in learning. You prepare well for weekly meetings with your mentor, e.g. annotating the Assessment Framework to reflect discussions on progress and you are beginning to take responsibility for your professional development.	S2.7 S3.3.9 S3.2.1 S1.7

Is there concern over progress? <input checked="" type="radio"/> Yes <input type="radio"/> No (If 'Yes' has been circled please discuss with Senior Mentor immediately)	Student files up to date? Yes <input checked="" type="radio"/> No	Signed:..... Signed:.....	Observer(s) Student Teacher
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FEEDBACK FORM A (EXAMPLE SECONDARY)

Student Teacher:	Subject/AoL:	
Observer name(s): <i>Mentor Senior Mentor Tutor</i>	Class/Set:	Date:
	School:	SE1

LESSON OBSERVATION: Please use guidance in Section 3 of Assessment Framework to help focus on strengths, shortcomings and the impact on learning as well as noting the relevant QTS Standards.

QTS Standards	Standards evidenced
S1: Professional Values and Practice You actively promoted positive attitudes and values in pupils through reinforcement of listening and respect. This proved difficult with some pupils but you persevered. You were patient, respectful and understanding towards pupils who were finding it difficult to maintain concentration at times.	S1.2 S1.1
S2: Knowledge and Understanding You were confident in your knowledge of the topic; you exemplified this during the lesson through the content of your explanations and responses. However, you need to consider the pedagogical strategies you use to ensure effective learning takes place. Good understanding and awareness of the Specification attainment levels. Some opportunities to use subject specific ICT in your teaching were missed. Consider where you might usefully integrate this in subsequent lessons to further motivate pupil learning.	S2.1 S2.1 S2.5
S3.1: Teaching: Planning, Expectations and Targets Well-formed learning objectives which succinctly convey the intended learning in the lesson. Success criteria are generally appropriate but try to make them more detailed, especially in relation to the development of literacy skills. Consideration of prior learning, with some consequences for this lesson, was evident but needed to be more overtly linked to the outcomes of the previous lesson (in your response to previous assessments box). Differentiation details needed to convey consideration of lower ability as well as MAT pupils; differentiation by organisation needed to be stated here as this is a technique you used in the lesson. Details of assessment strategies needed to highlight an informal, formative assessment approach and clarify AfL element for written task.	S3.1.2 S3.1.2 S3.1.1 S3.1.2
S3.2: Teaching: Monitoring and Assessment Some opportunities were included for AfL to occur in the lesson allowing pupil involvement in their learning and teacher evaluation of pupils' progress to occur. Two stars and a wish was helpful but try to extend your range of AfL strategies to include moments of pupil self-assessment. Also, look to provide more timely feedback to pupils so that they can more effectively act on your advice. Efforts were made to support pupils with behavioural difficulties by refocusing their attention and encouraging participation in tasks	S3.2.2 & S3.2.1 S3.2.4
S3.3: Teaching and Class Management Pupils were quickly settled and focused on the topic through use of PowerPoint presentation and your questions, which reviewed pupils' prior learning. Learning objectives were shared with pupils and terminology checked for pupil understanding. Your introduction of the topic needed some practical or visual illustration to ensure that all pupils fully comprehended its meaning. Use pupils/chairs/staff to do this. Also, encourage pupils to say the word and to use it in a sentence to further consolidate pupil understanding. Nearly all pupils collaborated well due to pre-prepared groupings (which you identified as a need for this lesson based on previous evaluation of learning). [Using learning activity X] to aid pupil understanding of the topic was a good idea, but it did not aid awareness of [your particular learning objective] because of [reason why]. It would have been more helpful to pupil learning to use [a specific alternative] here. You also needed to reinforce the [specific area of learning] so that pupils were aware of [the specific learning connection]. You needed to ensure that all pupils were listening to you when you were speaking. A few pupils at the back of the room were talking for some time when your attention was focused on the front of the class. You also need to be careful that pupils do not talk over you when you are giving instructions – wait for quiet before continuing. At one point in the lesson, the range of topics being discussed became overloaded! This resulted in a lack of coherency for the learning process and some pupils found this confusing. Resources were generally used well to support pupil learning. This was especially so with the [specific learning resource] which enabled pupils to [progress their learning in a specific way], not being hindered by [specific issues relating to materials, teaching space, texts, etc.]. Good links made with the GCSE level descriptors to allow pupils to self-assess their progress. Consider streamlining/bullet pointing these to make them more accessible for all pupils. Lesson content was generally well structured with a logical progression of tasks to support pupil engagement. Consider using other material [such as] to reinforce pupil understanding of [the topic]. ICT used effectively to structure the learning process as well as provide visual reinforcement of key terms and link to learning objectives for the plenary at the end of the lesson. The latter enabled focused reflection on learning undertaken by pupils.	S3.3.1 S3.3.9 S3.3.8 S3.3.4 S3.3.3 S3.3.10

Literacy and Numeracy Grades (post SE1 mid-point assessment)	Development and assessment of pupils' literacy and/or numeracy skills: Comments				
Ability to develop pupils' literacy	1	2	3a	3b	4 N/A
Ability to develop pupils' numeracy	1	2	3a	3b	4 N/A

Lesson grade (post SE1 mid-point assessment)	1	2	3a	3b	4
	1 - Excellent	2 - Good	3a - Adequate	3b - Not yet achieved but working towards the QTS standards	4 - Not achieved

Targets for improvement	Suggested strategies	Relevant Standards
Ensure that your Learning and Teaching Plans fully consider all areas of planning.	Please see advice provided in the S3.1 box above. We have discussed some of these areas previously but, as you are still finding some of these difficult, please make an appointment to see me so that we can discuss further.	S3.1
Ensure that your teaching strategies are fully considered to guarantee effective delivery of material to maximise pupil learning.	When planning your lessons, rehearse these strategies in your head and place yourself in the pupils' shoes to check that these strategies work. Also, please arrange to observe further lessons taught by your mentor.	S2.1
Further develop your classroom management techniques.	Ensure that all pupils listen to your instructions. Monitor the whole class when pupils are responding to your questions to ensure full engagement.	S3.3.9
Ensure that both of your files are well presented.	Your School Experience File is up-to-date but needs a more coherent structure, as advised. Your Progress File is missing some key documents – please action asap.	

General comments / Other Standards evidenced	Standards evidenced
Your mentor is very complimentary about your commitment to the department and the school overall. You are fully involved in all extra-curricular activities and are taking responsibility for your professional development.	S1.6 & S1.7

Is there concern over progress? Yes <input type="radio"/> No <input checked="" type="radio"/> (If 'Yes' has been circled please contact University tutor immediately)	Student files up to date? Yes <input type="radio"/> No <input checked="" type="radio"/>	Signed:.....	Observer(s)
		Signed:.....	Student Teacher

FEEDBACK FORM B (EXAMPLE PRIMARY)

Where: 1 = Excellent; 2 = Good; 3a = Adequate; 3b = Not yet achieving but working towards the QTS standards; 4 = Not achieving.

Please tick that the critical elements have been achieved at the appropriate threshold.

Student Teacher: Z. White	School: Alison Primary School	Date: June 2015
Programme: PGCE Primary	Subject/AoL: Primary (KS2)	SE1 Mid-point <input type="checkbox"/> SE1 Summative <input type="checkbox"/> SE2 Mid-point <input type="checkbox"/> SE2 Summative <input checked="" type="checkbox"/>

Circle <u>one</u> grade for each of the standards	Areas of strength	Priorities for future development
S1: Professional Values and Practice 1 (2) 3a 3b 4 S1.2 ✓ S1.7 ✓ S1.8 ✓	Ms.... has established very successful relationships with the pupils, particularly through positive communication, demonstrating mutual respect and high expectations. She works with good confidence to consider learners' diverse needs and has demonstrated a strong awareness of the issues that are likely to be faced by children from a variety of backgrounds. She has participated well in school life including planning meetings, staff meetings, assemblies, assisting in extra-curricular activities and INSET. She knows how to develop the values and attitudes promoted by the school, demonstrating a clear understanding of the mission and vision statements in her practice.	Further develop knowledge and understanding of teaching and learning strategies to enhance pupils' learning.
S2: Knowledge and Understanding 1 (2) 3a 3b 4 S2.1 ✓	Ms ... subject knowledge and understanding is very good overall and used well in lesson delivery. She demonstrates a good understanding of the statutory curriculum including Y Cwricwlwm Cymreig and PSE. She uses ICT very effectively and imaginatively to enhance teaching activities. She has a good overall understanding of the SEN CoP in Wales. Her ability to reflect on strategies to promote good behaviour and a purposeful learning environment is well-developed; these strategies are used effectively and with independence. She uses some incidental Welsh in her lesson delivery and is keen to exploit opportunities to incorporate these skills further.	Increase your knowledge, understanding and use of the Welsh language. Take advantage of the extensive guidance on the Learning Wales website to further promote literacy and numeracy skills across the curriculum.
S3.1: Teaching: Planning, Expectations and Targets 1 2 (3a) 3b 4 3.1.3 ✓	Ms... identifies clearly stated learning objectives relevant to learners' age and stage of development and they build well on prior learning. Assessment for learning is well considered at the planning stage, including for literacy and numeracy. She prepares suitable resources effectively, paying close attention to meeting learners' varying needs; these resources are organised safely and effectively. Through appropriate collaboration and liaison she plans for the effective deployment of other adults in the classroom who support pupils' learning.	Further develop your ability to frame focused learning objectives. Continue to develop confidence in contributing to team discussions and by showing strong leadership to the other adults in your team.
S3.2: Teaching: Monitoring and Assessment 1 2 (3a) 3b 4 S3.2.1 ✓	Ms... uses a good range of assessment strategies to identify learners' progress in relation to stated objectives for learning. She often uses open ended questions effectively to challenge and motivate learners. There is consistent implementation of Assessment for Learning Practices to give immediate and constructive feedback to learners. She marks learners' work against the learning objectives and in line with the school's marking policy. She shows growing competence when assessing learners' work against National Curriculum level descriptors. Records of learners' progress and achievements are included in the Evidence of Learning File and provide evidence of the range of their work, progress and attainment over time.	Further develop ability to level work independently. Continue to develop methods for recording learners' progress and achievements systematically. Have more experience of making home/school links and reporting directly to parents.
S3.3: Teaching: Teaching and Class Management 1 (2) 3a 3b 4 S3.3.1 ✓ S3.3.8 ✓ S3.3.9 ✓	Overall, lessons are well-structured and learners are motivated. Miss... uses a strong range of effective teaching strategies to suit lesson content, learning styles and to promote active and independent learning. She often employs interactive teaching methods and promotes successful collaborative group work. She organises and manages teaching and learning effectively and generally maintains a good pace in her lesson delivery. The physical teaching space and resources are well managed to facilitate effective learning. She has high expectations of the pupils and has built very successful relationships with the learners in her class. With very limited support, the student teacher differentiates teaching well, particularly with SEN children at the lower end of the spectrum.	Become more consistent in maintaining good pace during all lessons. Continue to build your confidence in managing the work of other adults in the class. Widen knowledge and understanding of MAT pupils.
No. of absences at this point <u>2</u>		Was punctuality satisfactory? (Yes) No
Is there concern over progress? Yes (No) If 'yes' has been circled, please refer to concern over progress process and note relevant QTS standard.		
Senior Mentor comment:		

Signed..... (Mentor) Signed..... (Senior Mentor) Signed..... (Student Teacher) Signed..... (University Tutor)

UNIVERSITY TUTORS - FOR FINAL PLACEMENTS: RECOMMENDATION TO THE EXAM BOARD (including verification of evidence of QTS Standards):

PASS FAIL (Please circle)

FEEDBACK FORM B (EXAMPLE SECONDARY)

Where: **1** = Excellent; **2** = Good; **3a** = Adequate; **3b** = Not yet achieving but working towards the QTS standards; **4** = Not achieving.
Please tick that the critical elements have been achieved at the appropriate threshold.

Student Teacher:	School:	Date:
Programme: PGCE Secondary	Subject/AoL: Drama	SE1 Mid-point <input type="checkbox"/> SE1 Summative <input type="checkbox"/> SE2 Mid-point <input type="checkbox"/> SE2 Summative <input checked="" type="checkbox"/>

Circle <u>one</u> grade for each of the standards	Areas of strength	Priorities for future development
S1: Professional Values and Practice 1 2 3a 3b 4 S1.2 <input checked="" type="checkbox"/> S1.7 <input checked="" type="checkbox"/> S1.8 <input checked="" type="checkbox"/>	You have consistently demonstrated high levels of professionalism throughout this placement. You have established very positive relationships with the learners, particularly through positive communication, demonstrating mutual respect and high expectations. You have involved yourself fully in many aspects of school life including staff meetings, assemblies, assisting with a wide range of extra-curricular activities and INSET. You clearly understand the ethos of the school and have reinforced this during your work on the recent school production. You have taken full responsibility for your professional development, especially in relation to your responsibilities regarding SEN provision.	Look for further opportunities to gain more experience of making home/school links and reporting directly to parents so that pupils' progress is effectively communicated (S1.4)
S2: Knowledge and Understanding 1 2 3a 3b 4 S2.1 <input checked="" type="checkbox"/>	Your subject knowledge and understanding is well-developed and used effectively to extend pupils' awareness of the theatre history and genre. You demonstrate a good understanding of the statutory curriculum (especially PSE and ESDGC) and effectively employ your drama skills (especially oracy) to model and encourage these values in learners. You use ICT effectively and imaginatively to enhance pupils' performance work and are up-to-date with developments in technical theatre. You are clear about the educational and vocational opportunities for post-16 learners as well as having an awareness of 14-19 learning pathways.	Continue to look for greater opportunities to develop pupils' numeracy skills and build upon the good practice you have already established, e.g. the use of scale drawings in set design (S2.2).
S3.1: Teaching: Planning, Expectations and Targets 1 2 3a 3b 4 S3.1.3 <input checked="" type="checkbox"/>	You consistently devise well-focused and clearly stated learning objectives which are relevant to pupils' age and stage of development and build on prior learning. Your evaluations are reflective and informative and demonstrate a thorough understanding of links between learning outcomes and assessments. You ensure that your lessons are well structured with a range of appropriate learner-centred, active tasks in place that progress and develop learning including pupils' oracy and reading skills. Resources are used imaginatively and effectively, paying close attention to meeting pupils' varying needs. Through collaboration and liaison, you plan for the effective deployment of other adults in the classroom who support pupils' learning.	Look for opportunities to extend the range of learning experiences by arranging out-of-school learning contexts (such as planning visits to a wider range of theatrical venues - S3.1.5).
S3.2: Teaching: Monitoring and Assessment 1 2 3a 3b 4 S3.2.1 <input checked="" type="checkbox"/>	You use a good range of formative and summative assessment strategies to identify pupils' progress in relation to stated objectives for learning. You often use open ended questions effectively to challenge and motivate learners. You demonstrate an overall sound ability to use the assessment information to specify the next steps in pupils' learning and feedback on practical work is immediately offered (S3.2.2). You mark pupils' work against the learning objectives and in line with the departmental marking policy.	Look for further opportunities to identify levels of attainment in ESL pupils so that their depth of learning can be appropriately challenged (S3.2.5).
S3.3: Teaching: Teaching and Class Management 1 2 3a 3b 4 S3.3.1 <input checked="" type="checkbox"/> S3.3.8 <input checked="" type="checkbox"/> S3.3.9 <input checked="" type="checkbox"/>	Overall, lessons are well-structured and learners are motivated. You organise and manage the learning environment and try to promote active and independent learning when you can. The pace of learning is adequate. You have high expectations of the learners and have built positive relationships with them (S3.3.1). You are clear about behaviour requirements and try to enforce/reinforce these when necessary.	Try to develop greater consistency in maintaining a better pace of learning in all lessons (S3.3.7). Look at extending the range of homework you set to consolidate learning undertaken in class (S3.3.12). Gain further experience in using the IWB for drama-related topics (S3.3.10).

No. of absences at this point 0 **Was punctuality satisfactory?** **Yes** **No**

Is there concern over progress? Yes **No** If 'yes' has been circled, please refer to concern over progress process and note relevant QTS standard.

Senior Mentor comment: You have conducted yourself in a highly professional manner whilst on placement with us and have been fully involved in the many wider opportunities that the school has offered. Continue to have faith in your teaching ability so that your confidence grows. May I wish you every success in your future career.

Signed..... (Mentor) Signed..... (Senior Mentor) Signed..... (Student Teacher) Signed..... (University Tutor)

UNIVERSITY TUTORS - FOR FINAL PLACEMENTS: RECOMMENDATION TO THE EXAM BOARD (including verification of evidence of QTS Standards):

PASS **FAIL** (Please circle)

Year 3

8th October 2015

There was a very positive start to the day as you acted on the advice from yesterday and welcomed the class, so that they realise that you are the teacher. The children responded to this and settled quickly because you were well organised (we highlighted this in your Assessment Framework) ✓

Resources were ready and Teaching Assistant knew how to support today before children came in - you had discussed with her - well done! ✓

You helped TA and ST focus on their individual tasks so minimal disruption. You used the reward chart to continue the positive praise - make sure you keep using this to support.

* In Science session, group C worked/tried to work independently as in your LTT plan but you didn't monitor and assess to see if they were hitting success criteria. Their standard of work was not at the expected level and their noise level impacted on other groups.

Another encouraging day Sara. 😊

• www: You addressed targets we discussed and that had a positive impact on the work of the TA and pupils she supported ✓

*• ebi: Monitoring - during obs. time tomorrow, focus on how groups are monitored and assessed as the session progresses (use the AFL guide as well).

FORMATIVE COMMENTS LOG BOOK EXAMPLE ENTRY (SECONDARY)

Year 7 Set 4.	01/04/2015
Sequences.	Mr Smith
Class settled quickly in the seating plan. Starter appropriate, discipline good - class is following rules and is quiet during warm-up.	
Good explanation of square numbers for the sequence - they find this difficult.	
Good resources for the explanation of square and triangular numbers. Good explanation of Fibonacci numbers and video which engaged the pupils. The pupils were excited by the application of these numbers and ratios in the Mona Lisa.	
Make sure you maintain control over something that excites the pupils.	
NWN: Good use of ICT for lesson delivery Good individual pupil support.	
EB1: Make more use of whole class assessment.	

What is the School Experience Professional Development Journal?

Your School Experience Professional Development Journal (PDJ), is a record of your experiences of, and feelings about planning, preparing and delivering teaching and learning. It is also a means of assessing evidence and can help you to understand your pupils, their needs and abilities. If practitioners do not think about, analyse and evaluate their professional practice, they cannot improve. Reflective practice gives you an opportunity to conduct a dialogue with yourself and can help you to form 'judgements about what to do in particular situations', considering 'the values implicit in different courses of action' (Furlong, 2013, p.185). The PDJ is a place where you can relate theory to practice and begin to develop your own 'practical theories' in education (Hirst 1996)¹.

Key Learning Moment

In your PDJ you will identify a key learning moment which can be the basis for personal and professional development. This will be a specific event or occurrence within your learning and teaching journey which you consider to be significant or important. Key learning moments can be positive or negative. They are sometimes described as 'light bulb' moments. It can be a situation in which you become aware of a problem, or a solution to a problem. It might be an instance when you realise you have a particular development need or a key strength has become apparent, i.e. a recognition of gained knowledge or an aspect that requires further enhancement.

Being an effective classroom practitioner results from thorough planning and preparation, knowing your pupils and reflection on, and evaluation of, your practice. You are likely to experience a range of emotions (relief, elation, frustration, bewilderment, satisfaction to name a few) from a very positive experience to a very disappointing one. A reflective practitioner uses all of these experiences to learn and develop.

How to write your PDJ entries

PDJ entries can be handwritten or word processed using the SEWCTET template. You might also wish to include visuals such as diagrams if this helps you to explore the relationships between ideas. You must remember that as a student teacher, your mentor, senior mentor and university tutor will see your journal, so it should be written and presented in a professional manner. You must avoid inappropriate or colloquial language and never make personal or negative comments about school or university-based colleagues, peers, parents, carers or pupils.

What to include in your PDJ entries

The SEWCTET PDJ template is based upon three questions:

- What?
- So what?
- Now what? (Driscoll and Teh, 2001)

There is also a 'follow-up' section ('This is what') in which student teachers will be expected to return to their original journal entry and reflect upon outcomes as a result of the actions they have taken. This might occur after one week, a few weeks or towards the end of a placement.

¹ Furlong (2013) citing Hirst (1996) describes 'practical theories' as those which 'stand halfway between the world of practice and the world of research' (p.185) They stem from practice and are based on some form of critical reflection which might include the (student) teacher's own immediate experience, but also from research and practice elsewhere.

WHAT?

Describe the key learning moment.

- What happened?
- What did you see or do?
- What were your reactions and feelings at the time?



SO WHAT?

Analyse, evaluate, conclude.

Analyse

- What were the effects of what you did (or did not do)?
- What might others' perspectives be? (e.g. the pupils)
- Did different pupils have different experiences?
- What was the impact on pupils' learning?
- How has discussion with mentors, peers or other colleagues helped you to make sense of the situation?
- How has the reading of educational literature helped you to make sense of the situation?

Evaluate

- What was positive or negative about the experience?
- How effective were you? (Strengths and areas for development, linked to the QTS Standards in the Assessment Framework)

Conclude

- If your teaching session went well, are there general conclusions that you can draw to try with other classes or groups of pupils, or in other subjects or topic areas?
- Are there specific points that you can use with this group of pupils again?
- Have you been able to relate theory to practice?



NOW WHAT?

Describe your next steps.

- What are the implications of what you have described and reflected upon?
- What are you going to do differently in this type of situation in future?
- What goal or target will you set yourself?
- What actions will you take?
- When will you take them?
- How will you measure your success?



THIS IS WHAT

Describe the outcomes.

- Did you undertake the actions described?
- What was the impact on your personal and professional development?
- What was the impact on pupil learning? Has this led to a further reflection(s) or action(s)?

Discussing the PDJ

Your PDJ entries provide a focus for looking back and reviewing significant features of a key learning moment with your mentor as part of a 'learning conversation'. This learning conversation is a two-way dialogue which, in the best instances, becomes a learning and teaching situation for both student teacher and mentor. From this learning conversation, you can decide together how best to bring the further improvement you have identified forward, agreeing more precisely your next step through use of the Assessment Framework. PDJ entries will be completed at each KAP point in order to support the reflection on progress and set clear targets for improvement.

How does the PDJ relate to other SEWCTET assessment records?

One of the most valuable purposes of your PDJ during your training is to help you identify strengths and areas for improvement and develop an action plan to help you achieve your goals. By using your PDJ alongside the SEWCTET Assessment Framework, you can plan and track your professional learning journey. By the end of your programme, you will be able to see how far you have come since you started your training. Your PDJ and other assessment records will also support you to complete your Career Entry Profile in preparation for the induction year as a qualified teacher.

The following diagram identifies sources which can support you to engage purposefully in reflection during school experience. Some of these are generated by you and some are generated by more experienced others, enabling you to draw on the 'practical wisdom' (Furlong, 2013, p.177) of mentors and university tutors.



How should I develop my reflections as I progress through my training?

Beginning

As a 'beginning' teacher, in the early stages of training, you are likely to engage predominantly in a 'routine' type of reflection in which you are mainly preoccupied with what **you** as the teacher are doing. This is because you are focused upon mastering what Aristotle would refer to as the *techné* or practical skills of teaching. For example, how to implement positive behaviour management strategies.

Developing

As you develop your knowledge, understanding and skills in teaching, you move towards a more technical 'practical reflection' (or review) where you begin to consider what your **pupils** might be doing (and learning) and why (Harrison, 2013, p.9). Here, you begin to consider the **impact** of your teaching on pupils' learning – *This is a key focus for you when completing your 'Review/Evaluation' section on your Learning and Teaching Plan*. In turn, this informs your future planning which you make reference to when completing the '*In response to previous learning...*' section on your subsequent Learning and Teaching Plan(s). As part of your Learning and Teaching Plan Review/Evaluation or in exploring situations in your PDJ, you might seek pupils' views about their learning and your teaching. You might consider new ideas (based upon your reading), or actively seek the views of other student teachers or more experienced colleagues.

Extending

Van Manen (1977) identifies a deeper level of reflection where the individual begins to critically reflect on his/her practice and on broader educational goals and issues within a social, ethical or political context. Harrison (2013, p.9) states that when we look more critically at the 'underlying assumptions in our teaching practices, then we can begin to build our understanding of learning and teaching and add to our professional knowledge'.

For example, a practitioner could:

- *examine issues in the light of external factors such as government education policies and consider how they are impacting or might impact on the quality of learning and teaching in the classroom.*
- *consider how school or Welsh Government education policies relate to his/her own personal views or philosophy of education (i.e. as part of developing our self-awareness), or those portrayed by the media. How do these manifest in my day-to-day practice? Do they affect how I act in the classroom or in my interactions with parents? How does my behaviour fit with my overall philosophy of teaching and learning?*
- *examine whether s/he is making implicit or explicit assumptions about how pupils or groups of pupils (e.g. those with English as an Additional Language) learn in his/her approach to teaching.*

Brookfield (1995) identifies four 'critical lenses' (or perspectives) that can be provided when reflecting on practice:

- the practitioner (you, the student teacher)
- the pupils
- colleagues (your mentor, university tutor, other professionals in the school)
- established theory (for example, as found in academic literature)

Thinking about these four perspectives will help you to develop your reflections and these are likely to generate questions that you will want to investigate in your future practice:

- Why is it that...?
- How do I?
- Is there a link between...?

As you progress through your training, we aim to support you to move towards a deeper level of critical reflection which will add to your professional knowledge and encourage you to engage in action enquiry.



SCHOOL EXPERIENCE PROFESSIONAL DEVELOPMENT JOURNAL

Data Upload Point:	Date:
Subject & Topic/Area of Learning/ Professional Activity:	
WHAT? Describe the session and the key learning moment.	SO WHAT? Analyse, evaluate, conclude.
NOW WHAT? Describe your next steps.	THIS IS WHAT Describe the outcomes.

SCHOOL EXPERIENCE PROFESSIONAL DEVELOPMENT JOURNAL (EXAMPLE 1)

Data-upload point: 1	Date: February 2016
Subject & Topic/Area of Learning/ Professional Activity: Behaviour management - student teacher at the beginning of the journey	
<p>WHAT? Describe the session and the key learning moment. LLC session with Y2:</p> <ul style="list-style-type: none"> • Learners were asked to sit on the carpet ready for the introduction but they took a long time to settle. • I told them to stop talking several times but a group of learners at the back continued to chat and were very disruptive for the rest of the class. • During the reading of the story, I questioned individuals to assess their knowledge and understanding of the story but a few learners started to shout out the answers. I told them to sit quietly but they continued to shout out. • The introduction lasted 40 minutes and, by the end of the session, most learners were very restless. • Learners took a long time to settle to their tasks and I had to spend a long time explaining what they had to do. • The class were very noisy and I raised my voice several times but they still wouldn't listen. • The class teacher had to step in and used a counting strategy to gain the learners' attention. Learners responded immediately to the teacher and they settled down to their tasks. 	<p>SO WHAT? Analyse, evaluate, conclude...</p> <p>Analysing the lesson, I did not successfully demonstrate the QTS Standard S3.3.9: 'set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence'.</p> <ul style="list-style-type: none"> • Learners did not complete their tasks due to the noise level and insufficient time allowed as the introduction was far too long; this also had an effect on their behaviour (S3.3.9). • Some of the quiet members of the class tried to complete their work but were also distracted by the high noise level (S3.3.1). • In discussion with the class mentor, we agreed that I responded too much to negative behaviour instead of positive behaviour. I forgot to praise the ones that were sitting and listening well to the story. • I have also realised that a 40 minute introduction is far too long in maintaining concentration and I need to plan short, focused inputs in order to engage the learners (S3.3.7). • When delivering whole class sessions, I need to ensure that all learners are listening before I speak and I must explain tasks clearly before they leave the carpet (S3.3.3). • My mentor also stressed the importance of monitoring the learners during the session to ensure that they are all 'on task'.
<p>NOW WHAT? Describe next steps...</p> <p>Based on feedback from my class mentor and discussion on ways forward, I now need to:</p> <ul style="list-style-type: none"> • Observe the mentor and note the range of behaviour strategies used to gain learners' attention. I will complete a 'Focused Observation Form' (F2) based on classroom management. • Read the school's policy for maintaining good behaviour in order to ensure consistency of approach. • Refer back to my university-based lectures on behaviour management in order to improve my knowledge and understanding of a range of strategies to support behaviour management (S2.7) e.g. praising and rewarding good behaviour, counting down in Welsh etc. • Research into a range of effective strategies to support positive behaviour management, e.g. MORGAN, N. and ELLIS, G.(2011) <i>A Kit Bag for Promoting Positive Behaviour in the Classroom</i>, London: Jessica Kingsley Publishers. <p>During my next sessions, I will measure my success on the following:</p> <ul style="list-style-type: none"> • Consistent application of the school's behaviour policy; • Establishment of a positive learning environment; • Learners listening carefully and responding appropriately to instructions; • Well- paced introductions where all learners are engaged in learning. 	<p>THIS IS WHAT Describe the outcomes...</p> <ul style="list-style-type: none"> • I have observed my class and Senior mentor teaching lessons and focused on behaviour management (S2.7) in order to complete my lesson observations (F2). I feel that this has had a positive impact on my teaching. • Following last week's lessons, I have implemented strategies which are consistent with the school's policy. Some of these have been effective, particularly in relation to praising good behaviour. I have noted that learners respond very well to praise and I've also tried to ignore poor behaviour and focus on good behaviour; this has resulted in improvement in the learning environment (S.3.3.1). I have set clear expectations for learners' behaviour (S3.3.9) and feel that I'm beginning to work towards achieving a 3b based on the Assessment Framework. • I have also implemented the strategy counting down in Welsh which has also helped me to practise my Welsh language skills. Learners are responding well and some are beginning to join in and count down with me (S2.2). • However, I'm still having some difficulty with maintaining learners' attention during whole class introductions. I need to time my introductions more effectively in order to engage learners as the pace is still very slow. For further lessons, I will place the classroom clock in a position where I can see it clearly and will check on my timings regularly (S3.3.7). I will also identify clear timings on my Learning and Teaching Plan for each part of the lesson (S3.1).

SCHOOL EXPERIENCE PROFESSIONAL DEVELOPMENT JOURNAL (EXAMPLE 2)

Data-upload point:	Date:
Subject & Topic/Area of Learning/ Professional Activity: AfL - student teacher in the middle of their learning journey	
<p>WHAT? Describe the session and the key learning moment...</p> <p>English Lesson with Year 5</p> <ul style="list-style-type: none"> • Recapped previous lesson - reading of story which had features of suspense. Class was very engaged as they had spent time reading samples of story in previous lesson. Class was focused, demonstrating S1.3. 'He / She is able to motivate and encourage learners to engage them in learning' and S3.2.1 'The student teacher uses an appropriate range of assessment strategies to identify learners' progress... individual needs...' • Introduced the Prezi PowerPoint to explain writing a story using suspense 'write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices' (WG, 2016 p.10). Prezi worked very well, and was crisp introduction. Children enjoyed the graphics. • Key terms reviewed e.g. sentence length, metaphor and ellipsis by using questions. Most pupils were able to answer and understood the terms. • Pupils worked together in groups to create opening paragraph to story – work was assessed by listening to each group read out their paragraph. • Two more techniques were introduced using a sample resource – beginning of story starter from Teachers' TV – use of music discussed (Teachers' TV, 2012). • Provided written version of story - gave each table a set of highlighters and an enlarged copy of the text and asked them to highlight examples of suspense and justify their choices. Discuss the highlighted text as a class. • Individual writing task introduced - to write the opening of a story on topic chosen by class, making use of techniques discussed. 	<p>SO WHAT? Analyse, evaluate, conclude...</p> <ul style="list-style-type: none"> • On reviewing the lesson, I was aware that although it appeared to go well I hadn't given enough guidance to the full ability range and that some pupils struggled to understand some of the concepts. The language of key terms needed to be simplified to accommodate needs • The group discussion at tables should have been more closely monitored to check that all learners understood. I missed some opportunity for AfL for individual learners by assuming that the appearance of everyone being engaged meant learning was taking place. During feedback my mentor commented that my intervention in discussions should be purposeful and should drive learning forward, not just ensure they are working. I felt my interventions were directed at their learning but, on reflection, I wasn't consistent with my monitoring of the discussions and didn't always see them as clear learning points in the lesson(S3.2.2). • The PowerPoint had activities built in at various points – my tutor feedback was that this was a very good resource but the language needed to accommodate the full ability range. The Prezi was well designed and had good focus on introducing techniques to create suspense. It was engaging with good activities but <i>excluded</i> some pupils. A few pupils had difficulty with the final task. Assessment of their work wasn't as meaningful as they hadn't grasped the concepts because they hadn't been given enough support. However, most pupils did understand and were able to progress. • My intention to track formative development / assessment during the activity became inconsistent as a result of not simplifying language at the start and providing the best means for pupils to show their skills. 'If summative assessment looks backwards, then formative assessment looks forwards.' (Marshall cited in Cremin and Dombey, p.228). There was a problem in moving on to the final task and I had to give extra input before a small group of pupils could tackle the task meaningfully. My mentor highlighted how I could have avoided this. • Group discussion which appeared to work well, as the children were 'busy', should have been more focused with specific guidelines and prompts. This would have helped to create 'an atmosphere where the activities are so scaffolded that they offer real opportunities for thinking.' (Marshall and Wiliam, 2006).
<p>NOW WHAT? Describe next steps...</p> <ul style="list-style-type: none"> • Create opportunities to watch teachers during coming week with focus on AfL. • Explanation of terms needed as scaffolding – preferably on the desk as a constant reference point. This is something I am developing to support and extend the full ability range. • To read Ros Wilson in the NFER Report on <i>Big Writing</i>, (2014) – provided in my university-based session last year. The next part of this activity is story writing but with focus on features of language so it is important to review strategies for improving writing and to implement a more focused approach to language. • To develop strategies for meaningful peer assessment. There were a number of opportunities provided in the lesson but they should have been more targeted. Pupils could have been provided with, or developed their own, assessment criteria to use throughout the discussion and writing process. They could have recorded their own peer and self -assessment as a parallel to teacher assessment. • To develop their self-evaluation by encouraging close reading of their work. Pupils should 'proof read their own 	<p>THIS IS WHAT Describe the outcomes...</p> <ul style="list-style-type: none"> • I have observed my mentor and senior mentor teach with only AfL as my focus. This has been of immense value as I realise I have glossed over this aspect of my planning and preparation, believing that I had fully understood the process. This has also highlighted the need for sharper transitions between phases of learning and assessment. I noticed how my senior mentor not only reviewed work with individual learners but also gave clear feedback on her own assessment decisions. This meant the children knew how they were being assessed even during discussion and were then equipped to manage the next stage of their learning. • I am aware that I have had opportunities to assess but didn't set up the strategies for it to be as focused and effective as it could have been. In my recent English lesson, I managed to have specific assessment points which allowed the pupils to pause and reflect. Using assessment guidelines provided, they could evaluate their own learning and progress. This didn't take as much time as I thought it

work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression.’ (WG, 2016 p.10).

would and, when they returned to the task, they were more focused. They were able to talk about their work in greater detail and depth and I also gained additional formative assessment information. Shifting my focus on to why I was using certain resources and the impact on the children’s learning has created opportunities for deeper learning and focused AfL.

- I intend to reread ‘Inside the black box’ by Bethan Marshall and Dylan Wiliam (2006) and apply the guidelines for AfL to my work. However, on reflection, I needed to be more aware of the need to be more reflective and precise in assessing my own intentions and expectations *before* starting this SE.

References:

Marshall, B. (2007) ‘Assessment in English’, in Cremin, T. and Dombey, H.(ed.) *Handbook of Primary English in Initial Teacher Education*. UK: Leicester NATE, UKLA and Canterbury Christ Church University.

Marshall, B. and Wiliam, D. (2006) *English inside the black box: Assessment for learning in the English classroom*. London: GL Assessment.

SEWCTET (2015) School Experience Assessment Framework. Available at: <http://sewctet.org.uk/wp-content/uploads/delightful-downloads/2015/09/Final-School-Experience-Assessment-Framework.pdf> (Accessed: 17th August 2016).

Teachers’ TV. (15 Dec 2012) *Writing a Mystery Story – Jewellery Box*. Available at: https://www.youtube.com/watch?v=aJ8onkCF_II (Accessed 17th August 2016).

WG. (2016) *Programme of Study for English, Key Stages 2-4*. Cardiff: Welsh Government.

SCHOOL EXPERIENCE PROFESSIONAL DEVELOPMENT JOURNAL (EXAMPLE 3)

Data-upload point: 5	Date: February 2016
Subject & Topic/Area of Learning/ Professional Activity: their learning journey	Behaviour management - student teacher in the middle of
<p>WHAT? Describe the session and the key learning moment...</p> <p>I taught 9M again today and the lesson was not successful due to my poor management of behaviour. The class arrived late from break and were very rowdy coming into the classroom. Although I managed to quieten them down initially, noise levels quickly rose again. I managed to give the class some instructions, get them into groups and allocate them a work-space and equipment, but the pupils did not take the lesson seriously and lacked the self-discipline to work independently. They quickly became off-task and very boisterous, so I decided to bring all the groups back into the class and stop their practical work. I struggled to gain their attention, and ended up getting very cross and keeping the whole class in for a lunchtime detention. My mentor had to step in to manage the situation and helped with classroom management for the remainder of the lesson. This enabled me to concentrate on looking at their work and giving some feedback, so eventually, the pupils could make some progress, but I am very aware of the need for me to fulfil both of these roles simultaneously.</p>	<p>SO WHAT? Analyse, evaluate, conclude...</p> <p>Analysing the lesson today, I did not successfully demonstrate S3.3.9: 'set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence'. My poor management of pupil behaviour had a negative impact on their learning as they made limited progress today, some making no progress at all. My mentor pointed out that when I managed to quieten the pupils down in the first 10 minutes, I should have clearly reinforced expectations with them and perhaps even given the opportunity to enter the class again in the correct manner, and this would also have given me a chance to use positive reinforcement and praise. We discussed how important it is that pupils know the boundaries, but also feel secure and valued. I have seen from my mentor's assertive management of this class that they really respond to a teacher that clearly shares expectations with them and is consistent with their approach to managing behaviour (S3.3.9), and I have witnessed the extent to which it subsequently enhances good relationships with pupils as well as providing a platform for good quality learning. In addition to making the start of the lesson more efficient and controlled, I should have been more aware of the low-level disruption that was bubbling up as the lesson proceeded. My tutor's lecture during induction fortnight on 'nipping low-level disruption in the bud' gave us many useful and workable strategies to manage this, so I will revisit these and discuss them with my mentor, deciding which ones to try out (S2.7).</p>
<p>NOW WHAT? Describe next steps...</p> <p>Discussions with my mentor have helped me realise the importance of establishing a purposeful environment for learning immediately. In my next lesson with this class, I must be more of an assertive presence from the start, share and reinforce ground rules with pupils and be consistent in my use of the rewards and sanctions system. It is important that I do not see using this system as a sign of weakness on my part, or as a last resort, but as a method designed to help both me and the pupils get the most out of the lesson. Being swift to issue sanctions (especially the early ones like a verbal warning or moving the pupil for a few minutes) is also something I need to be more confident to do in the early stages of the lesson, so that I do not merely tell them of my expectations, but am active in demonstrating them too. This will hopefully send out a clear message to pupils. However, it is also crucial that I notice, acknowledge and praise pupils who respond positively and exhibit good behaviour. I intend to try out some strategies for controlling and minimising low-level disruption, such as using signs and gestures regularly (e.g. clapping hands means stop and listen), giving clear instructions in terms of pupil management (e.g. 'stop please', 'show me you're listening'), moving around the room more, 'closing in' on offenders, publicly thanking pupils who are following instructions/meeting expectations.</p> <p>This week, I will measure my success on the following:</p> <ul style="list-style-type: none"> • A well controlled and purposeful start to the lesson • Consistent and swift use of the school behaviour system – both rewards and sanctions • Pupils sustaining their focus for longer periods of time • Improved behaviour • Improved progress and outcomes 	<p>THIS IS WHAT Describe the outcomes...</p> <p>I have had two lessons with 9M since completing the other sections of this journal entry, and there have been some improvements in aspects of my behaviour management. I have been much more of a presence at the classroom door as pupils arrive, and if it has been possible, I have lined pupils up outside the classroom and shared my expectations before they enter. This has really helped to set the right climate for learning and as pupils enter, I have been able to either acknowledge and reward good behaviour/pupils following instructions correctly, or remind pupils who are not following instructions of my expectations, using a verbal warning if required. Pupils have been calm and ready to learn, and the lesson has started quickly and with purpose. I feel that, for this part of the lesson at least, I am now regularly and consistently demonstrating S3.3.9 to an adequate level (see Assessment Framework) and pupils' behaviour and focus has significantly improved.</p> <p>However, I still need to work on managing low-level disruption during the lesson so that it does not escalate. Although I am now more aware of it, I still let it go for too long before addressing it, and then find myself having to interrupt the lesson to deal with it rather than using techniques to close it down in the very early stages. This is resulting in pupils losing focus and impetus in their learning as there are too many stops and starts. I have done some useful research on strategies so feel I am reasonably knowledgeable (S2.7), but intend to closely observe my mentor and other experienced staff to identify when and how they put these into action (S3.3.9).</p>

SCHOOL EXPERIENCE PROFESSIONAL DEVELOPMENT JOURNAL (EXAMPLE 4)

Data-upload point:	Date:
Subject & Topic/Area of Learning/ Professional Activity: Diversity – student teacher on final placement	
<p>WHAT? Describe the session and the key learning moment...</p> <ul style="list-style-type: none"> • I decided to look at the strengths and shortcomings within my setting and make recommendations on how we can improve the teaching of linguistic, ethnic and religious diversity. • It was clear to see by the displays around the school that teaching about other cultures and religions is valued throughout the school and that pupils enjoy experiencing other cultures and are proud of the work they achieve. • Based on observations, I believe that the approach to equality and diversity is very good. The same applies to my view on religious diversity, within my setting. There are some children who belong to BME groups but very few who speak English as an additional language (Estyn 2015). Families from a range of religious backgrounds have not requested for their children to follow certain religious practices or asked to adapt the school uniform. However, evidence shows that if a parent asked for a different provision for their child due to religious, cultural or linguistic diversity, that the school would be happy to make arrangements. • In my view, the setting celebrates other cultures and faiths effectively by teaching the children about festivals, food, traditions and costumes from around the world. 	<p>SO WHAT? Analyse, evaluate, conclude...</p> <ul style="list-style-type: none"> • In the setting, all adults are aware of the importance of providing equal opportunities to children in accessing all aspects of the curriculum and school life. Research has shown that teachers affect the performance of pupils from Black, Asian and other minority ethnic backgrounds and groups (Richardson, 2005). The 1989 Children Act states that practitioners must give attention to the religious, racial, cultural or linguistic background of a child in early years or other settings (Baldock, 2010). • In terms of language diversity, the school is very fortunate to have the support of a language support assistant who is Polish but this has not made staff complacent of their own responsibility to communicate with pupils in their own language. According to Pinnock (2012), it is important that teachers use the pupil’s language confidently at the start of their education. By encouraging adults who are speakers of minority or local languages into teaching, the level of participation and inclusion is increased. • The school I work in has a relationship with a school in Mbale, Uganda. This has taught the children in school about other cultures and ways of living and Laferriere (2011) suggests that there are benefits if schools were not just twinned with schools abroad but also with other schools in the locality. This could actually help celebrate diversity and make pupils’ experiences and knowledge more relevant to them. In areas with little diversity, people often have increased levels of learned misinformation (Gaine,2005) about people from Black, Asian and other minority ethnic backgrounds and groups, which can lead to high levels of prejudice and stereotyping. • I believe my setting would further benefit from being twinned with another school in South Wales, for example, with a school in Grangetown, Cardiff which has a high representation of Asian pupils. Laferriere (2011) argues that ‘If impressionable young students are constantly forced into interactions with others, they will be more likely to see similarities and less likely to unquestioningly internalize otherwise common prejudices’ (Laferriere, 2011). • The school tends to teach pupils about other religions alongside teaching about ethnic diversity, and this mainly involves learning about well known, popular festivals from around the world. In 1985, the Swann report endorsed teaching pupils about festivals from different cultures and religions, this is now one of the most common ways to reflect and celebrate diversity (Baldock, 2010). • However, seldom is the link made between the practices of certain cultures abroad and how this is interpreted and celebrated by the pupils in this country. The twinning of schools within the region could really help to remove barriers by showing

	<p>children how they can really become involved in other cultures and traditions and how they affect how children live in this country. Maylor et al (2007) state that to prepare pupils to understand and embrace multi-ethnic Britain, practitioners need to recognise the identities of pupils at a local and national level.</p>
<p>NOW WHAT? Describe next steps....</p> <ul style="list-style-type: none"> • The school places a great deal of value in learning about all people and this is shown in the topics chosen and how the school presents itself to visitors. For my own practice to develop, I have noticed that a great deal of time is spent teaching children from published resources. I believe that the most valuable resources that are not being utilised at the moment are the children and their parents from our own community. I would recommend that, as well as learning about Diwali and Eid from books and the internet, we ask parents or religious representatives from other cultures to come and talk to pupils. • In terms of my own practice, I also think that it is important to gather a small bank of Polish, Chinese and Bengali words. Greeting and praising a child in their own language could also help them feel more included and valued. • We have a family of schools which work together and staff can share good practice and support each other. I have decided to propose to the school council that they try and create their own family of schools where they have pen-pals or share work that they are doing in their school. The difference would be that it has to be completely child-led and the family has to be a range of schools (maybe 3) from different backgrounds. 	<p>THIS IS WHAT Describe the outcomes...</p> <ul style="list-style-type: none"> • This year our topic for the spring term was, 'Where in the World' and so we all learnt about other countries and cultures across the world. I was able to participate in the planning meeting and so I suggested that we had India as a sub-topic. This meant that I could use my own experiences to teach the children about important Indian festivals. We learnt about the Kite Festival which was taking place in India at the time, a sibling festival which I was also taking part in at home and I was able to show the children how to wear a sari and we tasted Indian sweets. • Another sub-topic was China and my head teacher had just come back from a visit to China and so we utilise a range of valuable resources. We also invited Chinese visitors to support sessions but, most importantly, the two Chinese pupils in Year 1 shared their experiences of celebrating Chinese New Year with the rest of the class. We had a Chinese banquet supplied by one of the parents who runs a restaurant in Pontypridd. This shows that when planning topics, pupils and staff experiences are taken into account in terms of sharing and experiential knowledge takes part which is more relevant to pupils' learning. • I have approached the chair of the school council (year 6 pupil) with my idea and she will take it to the next meeting. I have also made it clear that I would be happy to attend meetings to support them, if they wish to set up their own school links.

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