

## Moving from Good to Outstanding in the core Teachers’ Standards –TS5

N.B. This document is intended as supporting guidance not as assessment criteria. It should be used as part of student teacher / mentor discussions to plan development strategies and activities.

**The Teachers’ Standards and how to evidence them at an Outstanding Level**

**5. Adapt teaching to respond to the strengths and needs of all pupils**

**An Outstanding Trainee will:**

- Consistently and accurately know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively in relation to impact on learning and engagement of learners.
- Consistently demonstrate a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these employing a range of effective intervention strategies to secure appropriate progression for individuals and groups, (including those eligible for the pupil premium.)
- Consistently demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- Demonstrate a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**Teachers’ Standard sub headings:**

- a) **know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**  
Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.

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<p>Strategies</p>	<ul style="list-style-type: none"> <li>• <b>Differentiation</b>- all pupils find the work accessible yet challenging, including target groups (including: pupil premium, SEN/D and higher achieving pupils). Differentiation thoughtfully considers a variety of factors including resources, support, grouping, open ended tasks)</li> <li>• <b>Plan for breadth of curriculum</b> – allow pupils to apply skills in other curriculum areas.</li> <li>• <b>Effective questioning</b>- consistently use open ended questions, do not accept the first answer, allow pupils to build upon the answer. If the answer is not correct it's not wrong-unpick their reason, explore how they reached that answer, it might help identify a misconception. Consistently allows for think time, allow for the sharing of answers and discussions. There does not always need to be a right answer (mystery activities, group work, enquiry based learning)</li> <li>• <b>Grouping</b>- consistently knows when to group and vary how to group your pupils. Consider flexible grouping by attainment (linked to ongoing assessment) and change this within different subject areas to ensure maximum progress.</li> <li>• <b>Other adults</b> - actively reflect upon the effective use of other adults and deploy them to maximise impact on learning.</li> <li>• <b>Feedback</b>- consistently provide feedback that allows for individual progress and allow time for children to respond to this feedback</li> <li>• <b>Speak to others</b>– about strategies and resources that could be used to support your children's progress. Research a range of differentiation strategies and reflect on their usefulness in promoting pupil progress for all.</li> <li>• <b>Observe</b> – Go into other classes or attend planning meetings to extend your understanding of how learning can be differentiated.</li> <li>• <b>High expectations</b> – always be mindful of not labelling by group or an individual e.g. 'low ability pupil'.</li> </ul>
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**b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these**

understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups

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Strategies	<ul style="list-style-type: none"> <li>• <b>Knowledge of the child</b>- you need to have the knowledge of the child to ensure you are identifying their needs. Develop an understanding of prior knowledge and attainment and use this to inform planning.</li> <li>• <b>SEND</b>- Use IEPs/IBPs/EHC plans to identify the needs of the pupil and speak to staff to gather information about the other targets groups and their needs.</li> <li>• <b>Other needs</b> – Consider how you can support all learners e.g. EAL and employ some of these strategies as part of your teaching and learning.</li> <li>• <b>Emotional needs</b> – Be aware of social and emotional needs and use approaches to sensitively support the child.</li> <li>• <b>Grouping</b>- consistently be flexible with your grouping for each curriculum area.</li> <li>• <b>Differentiation of task</b>- not just outcome, could include providing writing frames, sentence starters, colour coded sheets for ability, subject champions (to provide peer assistance)</li> <li>• <b>Talk to other staff members</b>- they may have different ideas you could employ within the classroom, or they may have used similar activities before and be able to guide you with ideas and intended outcomes of the task.</li> <li>• <b>Analyse</b> – consistently the strengths and needs of the pupils</li> <li>• <b>Reflect</b> – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding.</li> <li>• <b>Evidence</b> – consistently gather and scrutinise evidence to support your understanding of what works for each child in supporting progress. Assess pupil need, plan, review and implement change to support pupil progress.</li> </ul>
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**C) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development**

Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.

Strategies	<ul style="list-style-type: none"> <li>• <b>Knowledge of the child</b>- you need to have the knowledge of the child to ensure you are identifying their needs and know who to talk to in order to ensure the information is accurate and up to date.</li> <li>• <b>Honest and reflective feedback</b>-but most importantly act upon this feedback and evidence the improvement in your plans, evaluations and tracking of pupil progress.</li> <li>• <b>Other staff</b>- ask the pupils/other adults in the room//mentor/Link Tutor for their honest opinion, and act upon it. Discuss the effectiveness of these actions.</li> <li>• <b>Reflect</b> – on the principles of the SEND Code of Practice and ensure you are confident working with the four broad areas of need it identifies. Close any gaps in your own understanding.</li> </ul>
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**d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them**

- Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).
- challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.
- Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.

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<p>Strategies</p>	<ul style="list-style-type: none"> <li>• <b>Celebrate diversity</b> – immerse child with differing needs in the heart of the classroom. E.g. EAL pupils- buddy up with an English speaking student (could be of the same or higher ability)</li> <li>• <b>Grouping:</b> plan to ensure your lower attaining students are allowed to work with high attaining pupils (they learn from their peers/friends) and be flexible with this for different subjects, tasks etc.</li> <li>• <b>Ability to adapt teaching strategies</b> to ensure that pupils with SEND (including, but not limited to, autism, dyslexia, attention deficit hyperactivity disorder (ADHD), sensory impairment or speech, and language and communication needs (SLCN)) can access and progress within the curriculum</li> <li>• <b>Ability to recognise</b> signs of SEND, discuss these with other professionals and make adjustments to overcome any barriers</li> <li>• <b>Immerse and celebrate diversity-</b> say hello in the home language of an EAL pupil. Carry out different religious ceremonies/events within school or make links with other schools with great cultural diversity. Always ensure all tasks are accessible to all pupils in the class regardless of their SEN/D need.</li> <li>• <b>EAL</b> – encourage EAL pupils to speak their home language when thinking and planning out answers but encourage the use of English when participating in group discussions. Model and scaffold language and provide visual representation of language/instructions.</li> <li>• <b>Subject champion-</b> using your higher ability students as subject champions, can they explain the learning in a peer friendly way? How could you evidence this?</li> </ul>
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<p><b>TS5 in the Foundation Stage</b></p>	
<p>In addition to the sections above, also consider...</p>	<ul style="list-style-type: none"> <li>• <b>Observation</b> – consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities.</li> <li>• <b>Evidence</b> pupil progress across all seven areas of learning and development.</li> <li>• <b>Enabling environments:</b> always provide a calm physical environment which avoids excessive visual stimulation but engages children with open-ended resources and ‘provocations’ which provide new interests and areas of enquiry.</li> <li>• <b>Encourage and value</b> the different ways in which children may represent their experiences</li> <li>• <b>Exceeding expectations:</b> where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum.</li> <li>• <b>Sustained shared thinking</b> – always be alert to opportunities to develop individual children’s thinking through sustained interaction focusing on the child’s own activities and interests.</li> <li>• <b>Developing good communication</b> – follow good practice guidance to ensure effective communication with all children, especially those with SLCN.</li> <li>• <b>Identifying children’s genuine interests and preoccupations</b> – including those of quieter and less assertive children – and plan to support these creatively.</li> <li>• <b>Working with families</b> – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively</li> </ul>

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### Potential CPD Opportunities on SE

- Observe other teachers
- Visit different key stages /classes
- Work with other children in different classes
- Visit other schools
- Speak to the SENCO and other key staff members
- Ask for ongoing feedback from your class teacher/mentor
- Attend planning meetings
- Refer to previous documentation / assessments
- Check school policy
- Research specific needs
- Be proactive!