

Moving from Good to Outstanding in the core Teachers’ Standards – TS3

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 TS 3: .Demonstrate good subject and curriculum knowledge
<p>An Outstanding Trainee:</p> <ul style="list-style-type: none"> • Consistently teaches exceptionally well, demonstrating: strong subject and curriculum knowledge; phase expertise. • Is confident to work within the curriculum. • Demonstrates the ability to address misunderstandings and maintain pupils’ interest. • Effectively demonstrates understanding of developments in subject and curriculum areas. • Effectively promotes the value of scholarship. • Consistently demonstrates a thorough understanding of how to teach reading, and writing effectively to enhance the progress of pupils. • Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy and the correct use of Standard English. • Teaches early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress. • Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. • Teaches primary mathematics confidently and competently so that pupils make good or better than expected progress.
<p>Teachers’ Standard sub headings:</p>
<p>a) has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings Consistently demonstrates strong subject and curriculum knowledge within the phase taught Address misunderstandings and maintains pupils’ interest</p>

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Strategies	<ul style="list-style-type: none"> • Planning - show progression from before the lesson and onwards to what follows. • Differentiation- Lessons show suitable differentiation and appropriate challenge, and include <u>key questions</u> to extend thinking. • Pose probing questions - after pupils have acquired basic knowledge, ask questions which require students to synthesise information and extract key concepts • Grouping- vary how to set/group your pupils; consider grouping by ability or mixed ability and again change this within different subject areas to ensure maximum progress. Actively and consistently reflect upon the effective use of other adults. • Feedback- marking and feedback assesses the children's progress and sets targets or next steps • Where possible and appropriate, engages in INSET, attends staff meetings, courses, school networks and supports/ liaises with key colleagues (e.g. Subject co-ordinators) • Classroom environment – engages and interests children; classroom displays include key vocabulary and learning • Enrichment- Help plan and deliver enrichment focus weeks, clubs • Flexibility- be prepared and confident. Consistently think about how you can adapt your teaching throughout the lesson. Be prepared to follow a different route (away from your lesson plan) especially if this will result in more pupil progress. Allow the pupils to lead their own learning, and plan for this in your future sequence of lessons. • Preparation – take responsibility for your own subject knowledge in advance of teaching and evidence revision/intervention.
<p>b) demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship Effectively demonstrates consistent understanding of developments in the curriculum areas.</p>	
Strategies	<ul style="list-style-type: none"> • Observe other teachers with strengths in specific teaching fields - Consider the teaching techniques used and reflect how you could build these techniques into your own teaching. • CPD Attendance of, and contribution to new understanding in, staff meetings, INSET, and other CPD opportunities where offered • Research - attempt to incorporate insights gained from reading, research and University taught modules into your own teaching. • Engage in opportunities provided for school e.g. policy reviews , scrutiny of work, moderation etc. • Module/Moodle content – maintain use of University based sources of subject knowledge content • Through teaching - seek to instil respect for and value of knowledge, purpose and scholarship • Model learning – share your learning and engagement with the subject content in the classroom to inspire and motivate the children
<p>c) takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English Consistently demonstrates a thorough understanding of how to teach reading, writing, communication effectively to enhance the progress of pupils.</p>	

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<p>Strategies</p>	<ul style="list-style-type: none"> ● Model excellent spoken and written English in all lessons regardless of subject. ● Praise – use praise for examples of progress and high standards of vocabulary and standard English e.g. rewards and mention in assemblies, newsletters etc if appropriate ● Evaluation- consistently ask pupils to reflect upon their own learning, then use this to inform your planning. ● Planning - shows development of literacy as well as subject specific objectives. Plan opportunities to embed aspects of literacy into areas of your English teaching, e.g. SPaG. ● Classroom environment - shows accurate promotion of literacy key skills and reading. You model the importance of reading for pleasure. ● Communication - Articulate written and verbal communication (with parents and children) in letters, written feedback ● Other ideas- <ul style="list-style-type: none"> -Peer evaluation; AfL -Response to marking and feedback by learners -Class environment promoting space for reflection -Journals and diaries -Learning Walls -Pupil awareness of development target, short term targets -Marking to success criteria; pupils select own success criteria.
<p>d) demonstrates a clear understanding of systematic synthetic phonics teaches early reading, systematic synthetic phonics, communication and language development confidently and so that pupils make good or better than expected progress.</p>	
<p>Strategies</p>	<ul style="list-style-type: none"> ● Planning - including schemes (Letters & Sounds / Read, Write Inc etc) and guided reading which show accurate, regular and prompt planning of groups, interventions and regular assessment ● Lesson study – observe expert or experienced teachers within their areas of expertise. ● CPD/ staff training (and evidence of CPD in appropriate areas), keep constantly up to date with emerging theories and practice. ● Plan for and deliver varied and creative teaching - e.g. paired work, team teaching (not a single approach all lesson) appropriate for age group. Demonstrate a multi-sensory approach to your teaching of phonics. ● Evidence of adapting lessons- in response to pupils' needs through lesson evaluations, observations/ learning walks and annotate the plans as you go. ● Other adults – effective use of TA to support children's development but without planning for other adults to always (or often) work solely with lower achieving groups or individuals ● Application make links to phonics in situations other than discrete phonics lessons to raise awareness ● Encourage application of phonic knowledge and skills in other reading and writing activates across the curriculum. ● Assess children's phonic skills/knowledge and match to the phonic phases ● Access the Moodle Phonics area and complete the study tasks attached to teach video ● Demonstrate appropriate phoneme awareness and pronunciation. ● Plan a rich classroom environment which supports language acquisition ● Be aware of next steps and be proactive in promoting reading and supporting phonic development ● Remember the importance of reading for pleasure

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<p>e) When teaching mathematics, demonstrates a clear understanding of appropriate teaching strategies. Teaches primary mathematics confidently so that pupils make good or better than expected progress</p>	
<p>Strategies</p>	<ul style="list-style-type: none"> ● Expectations – being <u>consistent and explicit</u> in high expectations of the pace, focus, independence and quality of mathematics work. ● Lesson planning – consistently plan opportunities for pupils to take more responsibility for their own learning in mathematics using a variety of traditional and new approaches to teaching mathematical concepts based on research. Be aware of next steps in mathematics using excellent subject knowledge to encourage progress and deeper conceptual understanding of a topic. ● Questioning: Plan to consistently incorporate key questions that: encourage discussion and debate; develop reasoning, problem solving and thinking skills; reveal misconception and understanding to support assessment; promote curiosity, interest and participation ● Link abstract concepts with a variety of pictorial and concrete representations – use this technique to link concepts e.g. using Numicon to represent money when calculating and giving change ● Misconceptions – know how to address and challenge children’s misconceptions which arise in mathematics. Plan to use ‘tricky’ examples to promote discussion and debate relating to common misconceptions to promote deeper conceptual understanding ● Differentiation – Meet the needs of all learners by being flexible when making ‘grouping’ choices; challenging preconceived idea of ‘fixed ability’ grouping by responding to the pupils needs during the lesson; using language of progression rather than ‘ability’; ensuring high level challenge for all pupils; considering how to adapt content to encourage an inclusive approach and increasing accessibility; increasing challenge by applying a given concept within a different/new context etc. ● Alternate solved and unsolved questions – research demonstrates that repeatedly alternating examples of solved and unsolved questions aids understanding and boosts retention. Sometimes called interleaving ● Classroom climate, resilience and positive mathematical mindsets –consistently value all contributions, questions, mistakes, connections and communication. Explore ideas with the class to gain depth of understanding, showing genuine belief that all children can learn mathematics to the highest level. ● Evaluation - consistent awareness of prior achievement and progress within a lesson

<p>TS3 in the Foundation Stage</p>	
<p>In addition to the sections above, also consider...</p>	<ul style="list-style-type: none"> ● Recognise that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think critically. ● Observation - 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. ● Plan a range of teacher-led activities that build upon children’s prior learning. ● Create opportunities for children to explore and challenge their learning.

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	<ul style="list-style-type: none"> • Encourage and value the different ways in which children may represent their experiences • Exceeding expectations: 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. • Sustained shared thinking – always be alert to opportunities to develop individual children’s thinking through sustained interaction focusing on the child’s own activities and interests. • Identifying children’s genuine interests and preoccupations – including those of quieter and less assertive children – and plan to support these creatively. • Working with families – actively seek out the views of parents and carers in order to meet children’s learning needs more effectively.
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<p>Potential CPD Opportunities on SE</p>	
<ul style="list-style-type: none"> • Spend time establishing prior learning – talk to the children/ observe them at work, access assessment records/previous planning, speak with the class teacher • Observe other teachers • Work with other children in different classes • Ask for ongoing feedback from your class teacher/mentor • Attend planning meetings • Deepen your understanding of how Learning Objectives and Success Criteria and be used explicitly to focus and monitor progress – research • Return to university session materials and recommended reading • Find out how the school tracks and reports progress and makes use of national data • Attend assessment / review /moderation meetings • Check school policy • Be proactive! 	