

Primary Partnership

Moving from Good to Outstanding in the core Teachers’ Standards – TS6

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: Moving from ”Good” to “Outstanding” and how to evidence them at an Outstanding Level TS 6: Make accurate and productive use of assessment	
An Outstanding Trainee:	
<ul style="list-style-type: none"> • Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements. • Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time. • Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. • Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. • Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it. • Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. 	
Teachers’ Standard sub headings:	
a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
Strategies	<ul style="list-style-type: none"> • University sessions – engage with university sessions linked to assessment and the strategies and theories relating to the process. Also the range of assessment strategies – especially on the subject specific assignments of English and mathematics • Marking Policy – engage with the marking policy of the school reflecting when and how these should be implemented and how these relate to the feedback provided within children’s books. • Assessment for and of Learning – provide a complete understanding of the difference between assessment of and for learning and collect suitable evidence for Monitoring and Assessment File. • Marking – explore the different ways to provide feedback for the children through written and verbal feedback across a range of subjects. • Follow up marking by providing time for children to respond to written feedback as a means of progression • Statutory Assessment – explore the documentation on the .gov.uk website relating to statutory assessment across the key stages and discuss with class teachers and assessment coordinator/managers how these are implemented within school

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b) make use of formative and summative assessment to secure pupils’ progress	
Strategies	<ul style="list-style-type: none"> • Consistently reflect on your own teaching- be honest with yourself, ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the correct outcome for the pupils? • Assessment for learning- consistently track pupils’ progress, know the pupils’ starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? • Teacher file/assessments and tracking - have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. For SEND pupils use/read/speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as to how to cater for these target groups and ensure you track and reflect upon their attainment. • Speak to the SENCO to ask advice about specific individuals- look at the suggested activities/strategies along with the learning needs outlined in the support plan. Speak to the TA who works with the pupil(s) asking for advice and guidance. Consistently plan your lesson using the TA as a resource. • Planning – include prior learning and prior assessments to teaching plans to provide a starting point for the assessment and learning • Statutory Assessment – explore how statutory assessment is used within placement schools and how this is utilised to inform planning and to ensure progression.
c) Use relevant data to monitor progress, set targets and plan subsequent lessons	
Strategies	<ul style="list-style-type: none"> • Evaluation- consistently ask pupils to reflect upon their own learning, then use this to inform your planning. • Mini plenaries (or pit stops)-Short snappy spot checks assessing pupil progress. Red/amber /green cards to check progress. 5 things learnt today, exit cards, and many more. Consider how will you record and use this snap shot for assessment. • Assessment for learning- consistently track pupils’ progress, know the pupils starting point and plan accordingly for each pupil, also be specific for each subject area. Have an awareness of your target groups and reflect this in your planning? • Teacher file/assessments and tracking - have clear and consistent tracking of ALL pupils. Highlight on your lesson plans your target groups and the differentiated activities to be used to suit the needs of the pupils. For SEND pupils use/read/speak to the TA to enhance your teaching and beware of other target groups. (LAC/SEND/PP/Higher attaining pupils). Gather information and seek advice as how to cater for these target groups and ensure you track and reflect upon their attainment. • Setting Targets – engage with the target setting process at the beginning of topics within curriculum subjects on a group and/or individual level, providing suitable points within the topic and lessons to engage with these targets • Children and Targets – children are aware of their own targets and are able to say why they have them and strategies they will use to reach them

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	<ul style="list-style-type: none"> • 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 - Daily/weekly time to respond to feedback -Individual time set aside every day/week to create space for meaningful dialogue with children
<p>d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.</p>	
Strategies	<ul style="list-style-type: none"> • Marking – marking is prompt, understandable and readable by the children, clearly relates to the learning objective and states the next steps which the children have to achieve • Positive feedback – verbal feedback is given throughout the lesson to all children including why and how to improve. • Marking Policy – the marking policy is consistently and accurately employed when marking books. • Verbal Feedback – feedback is clear and in child friendly speech and children can read it and understand it. • Good practice – discuss with mentor/class teacher and other teachers within the school how they mark and implement the marking policy. Discuss how they implement effective verbal feedback within their classrooms • Time for Feedback – ensure within planning that children have the opportunity to respond to feedback. Consider allowing them to write their response to the feedback within their books. • Good practice – explore the good practice within the school and reflect on how this could be implemented or enhance current practice. Listen and act on specific feedback relating to feedback.

<p>TS2 in the Foundation Stage</p>	
In addition to the sections above, also consider...	<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. • Evidence pupil progress across all seven areas of learning and development and against

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	<p>the EYFS characteristics of effective learning.</p> <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. • Record keeping – consistently use the school's systems (or develop your own) to record observations and track progress • Working with families – actively seek out the views of parents and carers in order to meet children's learning needs more effectively. • Make effective use of the school's strategies in order to work within a team situation and maintain standards • Regularly review children's engagement in provision areas for EYFS/Y1
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Potential CPD Opportunities on SE
<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!