

Our thanks to the ECT and Primary School for allowing us to share this Final Assessment.

TS1 - Set high expectations which inspire, motivate and challenge pupils

Lauren understands the importance of setting out clear expectations from the start of the year and she did this successfully at the start of the academic year. She clearly communicated how she expected her pupils to conduct themselves in and around the classroom. This was done in child friendly manner which allowed the pupils to fully understand the expectation but not feel daunted. An example of this is how Lauren moves her pupils from the carpet to their tables using the 1,2,3 method. The children see this is a fun challenge, but the outcome is a smooth, calm transition between activities. Lauren also quickly instilled the 'my turn, your turn' to clearly signal to her pupils whose turn it was to speak. Again, this child friendly approach allowed the pupils to understand her expectations.

Lauren has created a stimulating learning environment for her pupils with muted tones on her display boards which reflected the rest of the school. She began the year by creating a classroom that supported continuous provision activities so that her pupils could transition smoothly between EYFS and KS1. This was a different approach to Lauren's previous year, but she embraced the transition term and created areas in the classroom where children could access a range of learning activities that reflected the current topic. This included a central station of maths resources that allowed pupils to develop the independence to collect practical resources to support their concrete understanding. Lauren then adapted her learning environment ready for the start of the Spring Term and transformed some of the continuous provision areas into formal seating to reflect the change in the teaching style. Throughout the changes in the learning environment, Lauren expected her pupils to treat their surroundings with respect and behave appropriately when using the resources. This is also true of how she expects them to treat one another, ensuring that her pupils follow the school rules and respect the school values. Lauren has been observed on many occasions referencing the school values when dealing with fall outs within her classroom.

Lauren expects her pupils to work to a high standard and she was observed communicating her clear expectations in an English lesson where she told her pupils what she expected to see in their writing. This was then reinforced in the written success criteria in the pupils' books. She ensures that all pupils are exposed to challenging tasks via 'thinking deeper' activities which all pupils access regardless of their ability or background. Additionally, Lauren provides 'challenge pots' for children to complete after their independent task. This clearly communicates to Lauren's pupils that she expects them to attempt a challenge task as part of their everyday learning.

TS2 - Promote good progress and outcomes by pupils

Lauren is aware of the need to track and monitor her pupils' progress and she now has a better understanding of the expected outcomes at the end of year 1. She has been observed using a range of formative assessments to gather information and data to track progress and then use this to inform her next steps in their learning. Lauren was observed using multiple choice questions to gain information about whether her pupils could identify the imperative verb in an instruction sentence. Lauren also tracked her pupils' progress in preparation for the end of year phonics screening. She carried out regular, informal tests throughout the year in order to identify gaps and then arrange intervention groups to address gaps in knowledge. This has proved successful as Lauren's predicted results for her class are 91% which is an excellent achievement.

Lauren understands the importance of finding out pupils' prior knowledge before beginning a new topic and has incorporated quizzes to baseline their knowledge. She then plans her subsequent lessons to build on what they already know, including daily reviews to revisit key learning and ensure that new knowledge is sticking. She is confident in using low stakes quizzes and exit tickets to assess learning throughout a unit of work.

Lauren attended staff training at the start of the year which focused on making learning stick. Lauren used this training to gain a better understanding of how children learn and consequently made changes to her practice in the classroom. This included incorporating a daily review to ensure that key learning ideas are regularly revisited in a variety of ways. She also ensures that her instructions are clear and concise to avoid cognitive overload.

Lauren encourages her pupils to take responsibility over their learning and this is demonstrated in the child feedback that she asks her pupils to complete following a piece of writing. This gives them an opportunity to reflect on their successes and make changes where necessary. The children in Lauren's class enjoy seeing their progress but also relish the opportunity to make corrections or improvements before sharing their work with their teacher.

TS3 - Demonstrate good subject and curriculum knowledge

Lauren demonstrates secure subject knowledge, particularly in English, Maths and Phonics. Having taught the Year 1 maths curriculum the previous year, meant that Lauren could make small changes to improve and refine her maths lessons. This allowed her to spend greater time on key skills or spend longer on the concrete aspect of learning before moving to the pictorial and abstract elements. Where Lauren has taught new topics in History and Geography, Lauren has researched these areas or consulted more experienced colleagues for advice to ensure her knowledge is accurate.

Lauren excels in her teaching of phonics. Her rigorous approach to her lessons has resulted in pupils displaying secure recall of the phase 3,4 and 5 phonemes. This is reflected in her prediction of pupils that are expected to pass their phonics screening test at the end of June. She has been observed on a number of occasions and by different staff teaching well-structured lessons that have excellent pace to ensure that pupil engagement is at its highest. This is a clear strength to Lauren's teaching, and she will be someone that we will signpost others to watch as phonics expert in the future.

Lauren models high standards of literacy in all of her lessons and she expects her pupils to use correct grammar when speaking and writing. When modelling writing on the board, she frequently uses this as an opportunity to allow pupils to see her brain at work, verbalising her thought process. This provides her with a chance to continuously reinforce the basics of sentence structure. Lauren also used colourful semantics to help build sentence construction in the Autumn Term to embed understanding of how a sentences are made and continued to reference this throughout the year to ensure and maintain high standards of literacy.

TS4 - Plan and teach well structured lessons

Lauren's lessons are planned and prepared for well in advance of the teaching day. This organisation allows Lauren plenty of time to source resources and equipment if necessary. Lauren uses practical equipment often in her lessons and so being prepared is key to avoid any disruption during the actual lesson. Her resources are always ready to use and placed within easy access for the children. This enables her to maintain her pace and does not give an opportunity for children to stray off task. This has been observed during maths lessons where pupils were required to use cubes to support their learning.

Lauren prepares clear and concise slides to support her teaching. These are on a muted background and do not contain unnecessary images that would overload her pupils. In addition, she often uses the 'ping-pong' method of teaching which chunks her lessons into smaller, more manageable pieces which supports her pupils in retaining their learning. This proved successful when she was observed teaching a writing lesson. Pupils completed sections of the writing and then returned to the carpet in between to receive instructions.

Lauren consistently promotes a love of learning in her classroom. This is evident when her pupils are clearly enthused by new topics and Lauren fosters their excitement and curiosity by allowing them time to ask questions and making these part of the working walls.

Lauren sets weekly homework tasks for her pupils for both spelling and maths. Furthermore, she provided additional material to support phonic practise at home in preparation for the Year 1 phonics screening.

Lauren is extremely reflective in her teaching and willing to make changes to improve her teaching further. She listens carefully to feedback and takes on advice readily, making changes almost immediately. This ability to self-reflect and take on advice is a strength.

Lauren is part of a small Key Stage One team, and she has happily taken on the planning of both Science, Geography and History units this year. Her plans are thorough and well thought out, showing a clear progression between the Year 1 and Year 2 learning objectives and activities. Her key stage lead has praised Lauren's shared planning. Furthermore, Lauren has worked alongside a more experienced member of staff this year to lead a subject, DT. Lauren has embraced this opportunity and has participated in a 'book look' as well as question and answer session for a student teacher.

TS5 - Adapt teaching to respond to the strengths and needs of all pupils

Lauren demonstrates a solid understanding of the needs of the pupils in her class. She has a range of abilities in her class, including an EHC pupil and a small group of SEND needs. The pupil who has an EHC is unable to access the Year 1 curriculum, so Lauren has used her EHC targets and external advice to create a bespoke timetable for this individual. She has listened to advice from the SENCO and has made additional resources, including a 3-part timetable board, to help structure the pupil's day into manageable chunks. She then communicates her planning for this pupil to her TA support and provides individual resources for her to use.

Lauren has also shown her understanding of the SEN needs in her classroom. She has grouped pupils for certain lessons so that they can access support from the TA. She ensures that they receive the support they need to achieve the learning objective. Earlier in the year, Lauren sought advice from the SENCO regarding concerns she had over a pupil's progress. She was able to identify her needs and create intervention groups to plug gaps in her knowledge. This shows a real awareness of pupil needs.

Lauren is also able to challenge her more able pupils and ensure that they are challenged and given the opportunity to reach their potential. This was previously an area that Lauren wanted to develop but she is now more confident in providing thinking deeper tasks to extend their thinking and understanding. Her questioning techniques have also become more refined to ensure that she can guide those who need support when answering but also extend those who are more able.

TS6 - Make accurate and productive use of assessment

Lauren is confident in using a range formative assessment in her lessons to gain an understanding of her pupils' knowledge. She has been observed using retrieval quizzes, multiple choice questions, non-examples and exits tickets to find out if learning has stuck. She is then able to plan her future lessons accordingly to revisit learning if

necessary. Lauren has the confidence to go back and secure key learning if she feels it is necessary and this ensures that her pupils are not exposed to new learning before they are ready. Lauren is secure in using live marking as a method of gathering information. This has been observed in an English lesson, where Lauren scanned the room as the children completed a short task. She was able to support where necessary and verbalise reminders to address common errors. Lauren is very aware that the year 1 pupils in her class require in the moment feedback in order for it to be impactful. She reacts to their needs individually but also collectively when required to address misconceptions.

Lauren has used end of unit assessments in maths and NFER tests in reading and maths to help triangulate her data to ensure that her termly assessments are accurately placed on our school tracking system. She has also moderated with her colleagues in KS1 to ensure that her judgements were precise. Additionally, she has participated in pupil progress meetings where she was able to talk confidently about her pupil's assessment data and justify the decisions she had made about their levels on our school tracking system.

TS7 - Manage behaviour effectively to ensure a good and safe learning environment

Lauren's behaviour management is a clear strength to her teaching and always been. This year, she has built on her practice and refined it further. This has meant that her class display exemplary behaviours in the classroom and around school. Her pupils respond well to her high standards and see them as a fun challenge. She uses the school behaviour policy effectively and her pupils want to please her and move up the chart. She sets out her expectations for behaviour clearly and reminds the pupils of these often. Lauren uses sanctions appropriately and knows when incidents need to be escalated further. She follows the correct line of escalation but does not overuse this to avoid it losing its impact.

Lauren uses verbal praise frequently in order to encourage the desired behaviour in the classroom. She will reward pupils who are displaying the correct learning behaviours and this then has a domino effect with the rest of the pupils. She has set ways to regain pupil attention which are effective and if there are pupils not following instructions, Lauren uses the phrase 'I am waiting for one more person' which has been observed in being successful in gaining the remaining pupils' attention.

Lauren has built great relationships with the pupils in her class. She has created an excellent balance between being a friendly face who the children can approach but she also demands their respect. The children respond well to these clear boundaries and her consistent approach means they know exactly what to expect.

TS8 - Fulfil wider professional responsibilities

Lauren has established herself as a valued member of the Key Stage One team. She contributes to PPA sessions and is willing to take on shared planning. Her ideas and suggestions are welcomed by the rest of the team. She has developed good relationships with her colleagues and is confident in asking to observe others in order to develop her own practice. Furthermore, she is happy to seek advice from subject leaders, key stage leader and SLT in order to support her in making the right decisions. Lauren welcomes constructive feedback and has been seen to act upon advice in a timely manner. Furthermore, Lauren is planning an enrichment day for the whole key stage based on their current seaside topic. This requires a great deal of planning and preparation which Lauren is leading.

Lauren has worked with multiple TAs in her class this year due to a range of different supply staff allocated to the EHC pupil. This has required Lauren to manage TA time effectively whilst giving clear directions in how to manage the pupil. Lauren has been patient in dealing with a range of staff and repeating strategies and techniques. She now has a permanent TA to work with this pupil and Lauren was pro-active in identifying areas that needed to be improved in their timetable and made useful suggestions to be raised at a meeting. Lauren also deploys her classroom TA effectively in the mornings and uses her to support her less able pupils. She gives her clear instructions and is confident when deciding whether the TA should shadow the pupils during main teaching or continue to work with them as a small group. Lauren's ability to guide and direct multiple staff this year is a clear development in her professionalism as a teacher.

Lauren has participated in two parents' evening this year and, on both occasions, she was able to clearly communicate to parents their child's strengths and areas for development. She is confident in speaking to parents at the end of the day to pass on informal messages, but she is also able to have more difficult conversations regarding behavioural issues or other concerns.

PART TWO: Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

Lauren maintains high standards of professionalism at all times. She sets clear boundaries with the pupils in her class and behaves appropriately. Lauren is aware of the need to safeguard pupils, and she is able to report any concerns on our school system in a timely manner. In addition, she is aware that some incidents require reporting as they are part of building a bigger picture to a larger concern. There have been examples of this where Lauren has reported a minor incident regarding a pupil's

welfare as she knows that this will add to a larger picture of a family dynamic. Lauren respects the rights of others and their different beliefs. She ensures that her personal beliefs are not expressed at any time.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Lauren adheres to school policies at all times. She behaves as a positive role model for her students and encourages them to be polite and uphold our school values. Lauren has been observed on a number of occasions referring to our school values when speaking to children about an issue. Lauren makes her class a priority and aims to always do her best for them. She arrives in plenty of time to prepare for the school day and ensures that remains after school to get her work done.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Lauren is fully aware of what is expected of her as a teacher and she has maintained high standards in the area since starting at the school. She has attended all meetings including staff meeting, inset and ECT meetings and she has actively contributed to all. Furthermore, she has attended any ECT conferences and meetings outside of school too. Lauren takes her duties seriously and she ensure that she is prompt to attend playground duty or collect pupils following a duty. Lauren's books are always marked on the same day of the work being completed and they are done to a high standard. Lauren uses her ECT time effectively to keep on top of her directed study tasks and she also uses her PPA to plan and prepare her lessons ahead of time.