

Primary sample ECT Formal Assessment 1

PART ONE: Teaching: A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitude, values and behaviour which are expected of pupils
- Set high expectations which inspire, motivate and challenge pupils

Debbie continues to maintain positive relationships with all children in her class with high levels of mutual respect whilst ensuring that she adheres to the school's covid restrictions. She continues to be an excellent role model to her students and encourages all children to participate setting work which stretches children of all abilities and backgrounds.

She conducts herself in a professional way and demonstrates a positive attitude towards others. She is approachable and continues to make herself available to children during lunchtime and break time whether this is in regard to completing work or emotional wellbeing.

Debbie is consistent in her approach to behaviour and applies the school's policy in regard to both sanctions and rewards. She is firm but fair and is quick to act if children are putting themselves at risk. She is aware of the school's health and safety policy and continues to adhere to this carefully. She has been seen implementing the high expectations she has towards behaviour across school, for instance reminding children not to run outside during break and reprimanding children during lunchtime in the hall for being too noisy or rushing whilst holding dinner trays.

Debbie has updated her displays to fit the topics taught over the course of the term which has created a stimulating and engaging environment for learning. She has displayed a variety of children's work which has proved to aid in children's positive attitudes to learning. Debbie regrouped the children based on the Autumn end of term assessments which has meant she is able to monitor the work completed and the progress made. Throughout the term she has carried out low-stake assessments and made changes to her groupings where necessary. The room layout supports the safe and stimulating environment.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupil' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take responsibility and conscientious attitude to their own work and study

Debbie is very aware of the various children in her class and their individual capabilities and needs. Having taught the children for two terms, she is more aware of children's needs and has adapted her teaching using scaffolds and targeted questioning to cater for these throughout the Spring term. She continues to liaise with the SENCO for information about more bespoke needs and how they are met within the class, her teaching, and the school as a whole. She recently had a child diagnosed with dyslexia and Irlen's Syndrome and researched best teaching techniques for this condition. Debbie has contacted and made appointments with various parents, over the course of the term, to discuss their child's individual needs. She has dealt with a child who is unable to cope emotionally and adapted her teaching to accommodate these needs. She clearly plans for all including high-attainers, pupils with SEN and those for whom English is an additional language.

Debbie continues to plan exciting lessons using hooks to engage the children which ensure maximum progress is made. Progress made has been particularly noticeable where Debbie has used Talk4writing in Literacy. The children completed a cold task before learning the story of St. George and the dragon through imitation and then went onto innovate and finally apply their knowledge of myths and legends independently.

She has used retrieval activities to assess prior knowledge so that she can pitch the work at the right level of challenge. Misconceptions are identified and addressed so that children can build upon their knowledge. She utilises the mastery approach by using supports and scaffolds so that no child is left behind. Debbie considers the cognitive load of the children by ensuring that she is breaking the lesson down into small chunks especially when teaching new concepts.

She continues to use a lot of practical equipment and visual stimuli to motivate and engage learners. She has reflected on her use of questioning, using cold call and no opt out strategies. One of her ECT courses made her more aware of the need to consider when and how to use different types of questioning techniques and she has planned these opportunities into her lessons. She has also learnt about the comfort, stretch and panic zone model and considered which area the children need to be in to make good progress.

Debbie has observed experienced teachers within the school demonstrating good practice and fed this into her own planning (Lesson Plans, Observation notes, Lesson Observations). She is also part of a Teacher Research Groups for Maths Mastery and has observed a lead practitioner in the delivery of mathematics (this is ongoing). She has had the opportunity to observe a colleague at St James' Primary school and provided detailed feedback on what went well and areas for development.

Debbie is following the schools marking policy and has utilised strategies implemented in the Autumn term to make marking more manageable. Oral feedback continues to be an integral aspect of Debbie's teaching and this is supported by her observations. Feedback is given to pupils and opportunities for them to reflect on their attainment and how to make progress. She identifies and follows – up issues of under-attainment by pupils being proactive by discussing with pupil(s) after the lesson, seeking advice from her colleagues, SENCO and subject co-ordinator(s).

Debbie has assumed a high level of responsibility for the attainment, progress and outcomes of her pupils.

The progress data for Term 2 and teacher assessment indicate Debbie's teaching has led to good progress being made by all the pupils.

In writing 11 / 35 pupils are at age related expectations with 13 exceeding.

In reading 13 / 34 pupils are at age related expectations with 8 exceeding.

In SPAG 13 / 34 pupils are at age related expectations with 10 exceeding.

In maths 14 / 34 pupils are at age related expectations with 6 exceeding.

Debbie has annotated individual standards grids and completed gap analysis for writing, reading, SPAG and maths to inform herself of areas to target. (Rising Stars and Pearson grids, Sims Tracking, Gap analysis forms). She has independently analysed her end of term data and completed her progress review. (Progress / Intervention forms) and made comparisons to end of Autumn term results.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Debbie continues to actively research topics appropriately and lessons taught have demonstrated an in-depth subject knowledge. She has been teaching science this half term and has sought advice from colleagues and the subject co-ordinator as to best delivery and which experiments/investigation would be deemed suitable for her age group. For the topic parts of plants she has bought in flowers and plants from her own garden as well as carrying out investigations such as placing carnations in food dye to show the function of the stem in flowers. She has also taught science in vertical groupings (during science week). Her experiment was 'Paper Helicopters' which ensured she could stretch and challenge children from year 3 to year 6. She made a detailed investigation booklet, flipchart and templates and challenged children to alter variables to keep their helicopter in the air for the longest amount of time.

Misconceptions and errors are addressed through mini-plenaries which have moved the children on and closed the gap. Children are encouraged to return to the classroom at 1pm if after having self-assessed their work if they feel that they are struggling with a concept or need more support. Debbie continues to communicate to a very high standard especially in her marking, setting targets and asking for responses which serve to move the children forward in their learning. She continues to address errors in children's speech during any lesson and asks the children to rephrase what they have said if it is grammatically incorrect. She identifies and plans opportunities to develop learners' skills across the curriculum in communication, reading and writing. Speaking and Listening activities are paramount across all areas of the curriculum. Spellings in all books are corrected appropriately. (Pupil Books)

In planning Debbie makes good cross curricular links (Lesson Observation). Marking in books provides evidence of misunderstandings addressed (Book Scrutiny-marking and feedback, lesson observations)

Debbie, with support, has monitored books for foundation subjects within the Curriculum Development group. She has shown an interest in becoming the Art and DT co-ordinator and, with support, has completed a vision for subjects' document.

She has professionally developed and reflected upon the following areas through CPD:

- ECF small group and regional training with Education Development Trust
- Prevent training
- Observations
- ECT weekly meetings Blocks 1-6 completed
- Curriculum groups
- TRG maths mastery
- Science week
- Trust twilight – vision for subjects, science teaching
- Staff meetings

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching

Lessons have been planned in detail. Introductions are well structured, motivating and enthuse her learners. Clear success criteria provided, and appropriate tasks delivered with well thought out resources. Time management is good and time limits clear, so pupils know standards and expectations. Debbie has used staggered starts to ensure groups are quick to work independently and identifying / supporting pupils that need more clarification. Plenaries are used as an important time to reflect on learning and next steps (and the use of exit tickets have informed Debbie of the children's key learning. Lesson Observations / Lesson Plans). Debbie has further developed her questioning skills and key thinking opportunities. Lessons where possible are fun, hands on and practically based.

Debbie continues to annotate her plans to highlight children who have understood the WALT and those children who need more support. She is highly reflective and recognises what has worked well and those areas where she can improve her teaching practice.

Debbie sets appropriate weekly homework, activities relate to learning that week in the classroom or perhaps to begin research on a new theme coming up. She ensures children are given Maths and English homework most weeks, as well as spellings and times table practice.

Debbie is highly reflective in critically evaluating her practice and can judge the impact on individuals and groups of learners. This is built into inform future planning and delivery. (Observation feedback - acted upon immediately). Debbie actively seeks advice to implement into her delivery from coordinators and mentor. Lesson observation targets are always achieved. This is evident in lesson observations / learning walks where previous development points are clearly addressed. (Lesson observations)

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

- Know when and how to differentiation appropriately, using approaches when enable pupils to be taught effectively
- Have secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these
- 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
- 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

Debbie's classroom practice shows clear planning for and delivery of approaches to cater for the learning needs of different pupils, e.g. in questioning, in discussion, scaffold and challenge: this is clearly reflected in their books. Planning shows differentiation and interventions as appropriate through supported and independent tasks. She has developed various approaches to support that have been used, for instance: spelling mats, TA support, working walls, writing frames, word banks and mixed ability pairs.

Debbie has produced action plans and provision maps in liaison with the SEN coordinator. She adapts her planning, incorporating intervention strategies, to meet the needs of these children and regularly discusses progress and targets with parents. Debbie has shared children's successes with parents, for example when a less able child wrote a brilliant myth Debbie brought the mother in to show her child's work and copied the page for her to take home. She has an overview of all the interventions put in place for the children and has introduced precision spelling and phonics intervention groups this term. She is aware of the need to support SEN pupils as well as children who are higher attainers.

Debbie knows her children individually and thinks about how to develop their social skills. For example she has had a challenging situation this term with a pupil who is unable to cope emotionally. Debbie is working closely with the child acting as a mentor and has kept parents informed of any emotional outburst. She has spoken to colleagues and made a referral to the school nurse as well as completing a cause for concern form when necessary.

Debbie has regrouped the children this term and has used mixed ability grouping where needed which has helped develop the children's social skills. Debbie is also very aware of any issues children may be facing outside of school and she works closely with relevant members of staff with this. She is proactive in speaking to parents about any concerns and adapts her planning to meet the needs of individuals.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback

Debbie continues to use assessment for learning during and after lessons in order to address misconceptions and plan the next steps required to move the learning forward. This is done via: careful, directed questioning, observation, marking of books and use of success criteria. Feedback in books is evident. Her marking is relevant - celebrating success and identifies next steps. She has also fostered an environment where children can take ownership of their assessment using peer and self-assessment.

Debbie carried out an assessment week during the first half term and compiled a detailed review of the progress children had made from the end of the Autumn term. This was shared during a progress meeting and it was apparent that Debbie was very aware of each child's individual abilities and areas for support. She also carried out a final, end of Spring term, assessment week and inputted the results on SIMS tracker. From the assessments Debbie is aware of gaps that need to be revisited next term to enable pupils to become secure within the expectations.

Debbie has consistently provided thorough written feedback through her marking and gives the children time to respond to this at the start of the next lesson to ensure progress is made.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Debbie has referred to the school's behaviour policy and always implements this. She continues to use positive praise and rewards the children to encourage good behaviour. She has high expectations for behaviour in her classroom and around school and deals with any inappropriate actions authoritatively and fairly. Where significantly challenging behaviour has been demonstrated, Debbie has actively sought support from her colleagues. Her class have achieved another week with 100% on green for behaviour. The Y3 class conduct around school is good and this is due to Debbie's high expectation of behaviour. She has an excellent rapport with her children which is reflected in the mutual respect seen. All behaviour incidents are recorded on a daily log which is then placed on SIMS as a record.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective relationships with colleagues, knowing how and when to draw on advice and specialist support

- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Debbie continues to demonstrate a high standard of professionalism. She is committed to the teaching profession. She is punctual. Debbie has developed good relationships with the staff across school and has supported her Lower KS2 partner in providing feedback for assessments. She actively contributes to the wider life of the school enthusiastically and willingly, for example writing the Easter service and contributing to the Trust opening event through a collaborative art project with St James'.

Debbie has built strong professional relationships with colleagues and collaborates regularly to ensure she improves her practice. This is with staff from both Darley and St James'. She has sought advice from other members of staff. She contributes ideas within staff meetings and supports activities in Curriculum Development Meetings. She liaises with subject leaders and SENCO to seek advice as and when necessary.

Debbie is fully aware that as a teacher she is accountable for the children's progress and welfare. She is fully competent with safeguarding procedures and uses our online safeguarding software MyConcern to report concerns and keep the children's records up to date.

She is highly responsive to any advice given and acts immediately upon feedback.

Debbie successfully deploys staff working with her, including Teaching Assistants. These staff are fully included and planned for in the lessons.

Debbie has continued to develop positive relationships with all members of the school community including parents, dinner staff and caretakers. She has had numerous meetings with parents for different reasons from progress, concerns over comprehension in reading, behaviour to handwriting and presentation.

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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at

all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect
- and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Debbie demonstrates consistently high standards of personal and professional conduct. She is fully aware of the need to safeguard and has been a mentor to one of her pupils providing a feelings diary along with breathing techniques when necessary for a child who has been displaying emotional outbursts. She has liaised with the DH in regards to how to get the right support in place for the child.

Debbie has not expressed personal beliefs and behaves in a professional manner at all times. She is respectful of others and is aware of the different faiths within her class and the school. Debbie is fully competent with safe-guarding procedures and has made referrals to the Headteacher who is the DSL when necessary and sought advice. Debbie is inclusive of all faiths and beliefs and it has been interesting to see how she involves her Hindu, Sikh and Muslim children in sharing their festival celebrations. She actively promotes tolerance and respect and made alternative arrangements for a child who could not participate in Christmas celebrations without bringing attention to the situation.

Debbie has developed positive relationships with all members of the school community.

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

All policies and procedures within the school are followed by Debbie. She is punctual and has had excellent attendance. She arrives early and prefers to leave once her preparation and marking is completed. She has maintained a good work life balance so she is healthy and able to cope with the demands of term time.

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

Debbie has an understanding of the statutory framework which sets out her professional duties and responsibilities. This includes ensuring that reports are completed on time and attending CPD and school meetings as part of her directed time. She is aware of the public

expectations of teachers and is conscientious in her use of social media to not undermine her status as a teacher. Debbie is punctual with her duty on the lower playground to ensure the safety of pupils.

PRIMARY SAMPLE