

## Sample Year 2 Final Assessment

**REMEMBER that a meeting should be held with your ECT to discuss their Formal Assessment. Paras 2.52-257 of the Statutory Guidance for ECTs explains the process for Formal Assessments.**

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This is an example of possible evidence under each of the Teachers' Standards. Other formats are acceptable, but please do not just bullet point under each Teachers' Standard.

This sample is provided as an example of the amount of evidence which is expected against each of the Teachers' Standards. **Sections of it should not be copied.** Please use this as guidance and include evidence from your ECT's second year of teaching referencing comparisons with last year's performance where applicable.

### **TS1 - 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 attitudes, values and behaviour which are expected of pupils.

Jamie has had a highly successful second year of ECT induction and this is evident in how he ensured that his expectations were established at the start of the new academic year. He used a Power Point Slide at the start of lessons in the first few weeks of the year to reinforce his classroom rules. He realised that he did not make this clear in his first term of teaching and then had to re-assert himself as the term went on. He was keen to establish a positive environment for learning from the start of the new year. Students responded positively to these clear expectations and Jamie has been more relaxed in the classroom, this has provided a calmer classroom for students to work in. Leadership Group drop ins have also noted the calm, productive classroom Jamie has created and the reduced number of call outs to his classroom this year. He has also realised the benefits of having an organised classroom. He has established entry and exits routines to ensure tables and chairs are in place and the room is left tidy. Jamie had a spring clean at the end of last year and reorganised his furniture. Resources for student use are easily accessible and displays show case student work and act as a reference point as part of his 'Try 3 before Me' strategy in the classroom.

Jamie has established good relationships across all his classes based on mutual respect and it has been good to see that his personality and sense of humour is more apparent this year. He has utilised de-escalation strategies from whole school CPD with his more challenging classes whilst ensuring that students are aware of the behaviour he expects in the classroom. Jamie models the good manners he expects students to demonstrate in class. During an observation of a Year 9 Maths lesson when students laughed at the answer a student provided Jamie made it clear that making mistakes is part of the learning process and confidently took a break in the lesson to discuss why we should respect each other. Last year Jamie would not have had the confidence to stop the learning, but he realised the long-term benefits of discussing expectations with students. Jamie has also been more confident at directing students to move on to more complex questions because he is more familiar with their data and their ability. This was apparent in a Year 7 lesson

on percentages when some students were flying through the tasks. Jamie directed them to answer percentage questions and show their working out using the decimal multiplier method and equivalent fractions.

### **TS2 - Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' 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 a responsible and conscientious attitude to their own work and study.

Jamie will have his first set of GCSE results this year and he is keen for his class to meet or exceed their targets. He is very much aware of the importance of these results for his Year 11 Maths students. He picked up his Year 11 class from another teacher and spent time at the start of the year liaising with that teacher on areas of the specification he needed to focus on. He also carefully analysed their Year 10 Maths data to learn where each student is and has carefully planned lessons building on prior learning. He is also meticulous in his planning for other Year groups. Following end of unit assessments, a lesson is dedicated to the assessment so that students understand where and why they made errors. Students complete self-assessment journals on what they need to do to improve. Their Maths homework is then targeted at this area for improvement using the school's online Maths area.

Lesson observations have noted that Jamie uses a hands down approach to target students to find out what they know. He introduced a policy of 'Try 3 before Me' across all his classes following a visit to another school where he saw the policy being used successfully. He devised posters to promote it in his classroom and subsequently students collaborate and work independently with much more confidence. This has also freed up Jamie to support students who really need his help and enables him to circulate the classroom to monitor learning.

Jamie encourages his students to take a responsible and conscientious approach to their own work. Routine tasks are self-assessed in class by students using green pens in line with the school policy. Exercise book monitoring by the Subject Lead for Maths praised Jamie for his established use this year of green pen. It was clear when his students books were looked at how students responded to the red pen questions Jamie posed to them. Jamie has an open-door approach and students know that on Wednesday after school Key Stage 3 can drop into his room for any extra support they may need with Maths homework. He has recruited some more able GCSE students to support with this and has set up the room with grouped tables to facilitate this. This has inspired some of GCSE students to consider A Level Maths as an option.

### **TS3 - Demonstrate good subject and curriculum knowledge Jamie has a secure subject knowledge and an understanding of the curriculum and assessment requirements.**

- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Jamie has very good subject knowledge and this has been noted frequently in observations through his clear teacher expositions, modelling and expert questioning. Lesson observations have also noted that he expects students to use correct mathematical vocabulary. He has key words and explanations displayed around the room and these provide a useful reference point for students. Students are expected to explain their mathematical working outs for some topics and Jamie is attentive to ensuring that these are grammatically accurate with accurate spelling. During one lesson observation a student informed Jamie that “. . .this isn't an English lesson Sir” after he corrected her response to a question. A good class discussion ensued on why English goes across subjects.

Jamie has attended moderation sessions for the GCSE trial exams and has a greater understanding of the assessment requirements and what students need to know to apply their knowledge and understanding to exam questions. Lesson observations have noted that in Year 10 and 11 lessons Jamie references exam requirements more confidently this year so that students are trained in answering precisely to exam requirements.

Jamie has been keen to develop his subject knowledge further through completing a higher Maths subject enhancement course to improve his A Level knowledge. He is completing this in his own time over ten weekends and hopes to be able to teach his first A Level Maths class next year. He is keen to share his Maths subject knowledge and support the Department with hosting trainee teacher placements in his classroom next year. In preparation for that he has supported Maths trainees with their planning over the Spring & Summer Term.

#### **TS4 - 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.
- 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.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Jamie's pace in lessons has improved considerably this year because of the effort he has put into refining his practice in this area. He observed experienced colleagues and implemented good practice into his teaching such as providing verbal reminders, reiterating expectations on what should be completed and using timers in Power Points. A recent lesson observation praised the pace of his lesson, and this demonstrates how successful he has been at refining his practice.

He has utilised the school's format for lessons and ensures that a Do It Now task is ready when students enter the room. He tended to let this task drag on but now moves swiftly to the focus of the lesson and sets an agenda for the lesson, so students are clear about what they are learning

and doing today. This has also helped to settle students quickly, engage them in their learning, keep them on task and motivate them to learn. Jamie is then able to circulate the room and have meaningful dialogue with students about their learning. He aims to speak to every student at some point in the lesson.

Jamie has also become more skilled this year in chunking information as he is acutely aware of the sequential development of mathematical skills. This has been vital for his less able Year 9 set who require concepts to be constantly re-capped to reinforce understanding.

The on-line homework system demonstrates that Jamie sets homework regularly and links tasks to topics studied in the classroom. He uses a variety of activities from quizzes to exam questions to retain student interest. He monitors the completion of homework tasks and contacts home if students are regularly not completing their homework.

Jamie continues to be a reflective practitioner and lessons are planned after a review of previous ones. He attends mentor sessions prepared having completed ECF units and ready to discuss learning points in the context of his own lessons. Last year he would be very despondent when lessons had not gone to plan but this year, he is more able to move on and suggest how he can improve. He is proactive in approaching colleagues in the Department to observe aspects of their lesson to develop his skills further.

He belongs to some Maths online groups where resources and lesson ideas are shared. Many of these resources have been shared with the Department following Jamie's trial of them. He is presently involved in the review of the Year 7 curriculum and is helping on the re-writing of schemes of work and resources.

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a 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.

Jamie has continued to excel in this area because he is genuinely concerned with the progress of all the students in his care. He requested that he took his Year 8 less able set through to Year 9 because of the positive relationships he developed with the students over the year. The class when he first had them were de-motivated in Maths but through adding lots of practical tasks and making Maths fun, he succeeded in engaging them in the subject. Jamie introduced fun, low stakes quizzes as starter activities to settle and engage students. He developed an environment where making mistakes is fine. He continues to liaise with the SENDCO on best practice to meet individual needs and is now the Department rep on the SEN working party. Teaching Assistants have praised Jamie for the direction he provides to them in class and the support he provides in adapting resources. Resources are made accessible through adaptations such as highlighting key

information in another colour, in bold, using dual coding and utilising physical resources. Tasks are broken down into manageable steps.

Jamie has focused this year on ensuring that students of all abilities are challenged and through adaptive practice ensures they are given the tools to meet this challenge. Jamie regularly assesses the needs of students through active monitoring in the lesson. He identifies which students will need to be challenged further and who needs additional support. For most lesson he has extension tasks available to challenge his more able students and rather than regard these as extra work students are encouraged to challenge themselves and complete these.

Jamie is acutely aware of providing relevant real-life examples appropriate for students' physical, social and intellectual development. Year 11 students have been using pay slip deductions in their lessons using percentages whilst Year 7 students who are far off from part time employment have been using discounts in shops for their real-life examples.

Jamie has students in his lessons where English is an additional language, and he has used the guidance provided by the SEN Department to adapt resources. This is an area which Jamie is keen to develop in and although he feels that Maths is more accessible than other lessons for his EAL students, he has observed teachers more skilled in this area to develop his practice further.

#### **TS6 - 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 the feedback.

Over the year Jamie has marked GCSE mock exams and Progress Tests for each Year Group and these have been moderated within the Department and found to have been marked accurately. In line with school policy Jamie has ILPs (Individual Learning Plans) in place for his Year 10 and 11 students who are not on track to achieve their targets. Jamie has discussed intervention strategies with experienced colleagues to ensure that he has created manageable ILPs. His Subject Leader also held a meeting with Jamie to ensure he understood the importance of early intervention in Year 10. He collaborated with other Year 11 teachers to be on the rota for an after-school revision programme and directed his Year 11 students to attend sessions where exam data revealed a learning need in that topic. He has enjoyed the process of preparing his first GCSE group for final exams and the number of Thank you cards he received from students demonstrates their appreciation of the support they have received from Jamie. He looks forward to results day in August!

Jamie has also been attentive to the needs of students in Years 7 – 9. During an exercise book monitoring session by the Department in February Jamie was praised for his formative assessments. He has worked hard at provided precise guidance over the year and looking back at last year appreciates this was an area he had to improve on to support student progress. He also provided clear guidance following Progress Tests on what students needed to do to progress.

Jamie expects students to respond to his comments and complete the accompanying homework to start the process of improving in that topic. This is a well-established routine for his students.

Jamie understands the importance of data to monitor progress, set targets and plan for subsequent lessons. His e-markbook is pre-populated with target data and Jamie ensures that all Progress Tests, key class work and homework is recorded to provide a full picture on the progress of students. He then uses this data to inform his seating plan and target students for questions in the classroom. Over the year Jamie has made live marking a routine practice in his classroom. He provides verbal feedback as students are working and further tuition as required. He is more confident at stopping the lesson and re-capping when he realises that misconceptions are limiting progress. He struggled last year to monitor student learning whilst maintaining behaviour for learning. As the learning environment has become more settled this year, he is able to keep a lighthouse view of the room whilst monitoring individual student progress. He uses his seating plans to sit under performing students and vulnerable students in key positions in the classroom so he can access them easily. There is nowhere to hide in Jamie's classroom as he circulates and keeps all students on task.

### **TS7 - 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 the 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.

Jamie by his own admission would admit that this was an area he had to really focus on last year. He quickly learnt that he needed to establish clearer routines and keep to the school Behaviour Policy so that consequences of unacceptable behaviour were acted on. Last year Jamie was slow to record warnings and detentions and students realised that their poor behaviour had no consequences. Following observations of teachers with good classroom management he ensured that he implemented seating plans, reinforced classroom rules, utilised praise verbally and through the school Praise system, and, followed up with tutors and Heads of Year students who persistently did not adhere to the standards he set. It took some months for Jamie to get on top of some classes, but his persistence gradually worked and this year he made sure to establish robust routines in the first few lessons.

Following an observation of a Year 10 class last term his mentor commented that there was an atmosphere of mutual respect and students thrived and valued the praise Mr Jones provided. Jamie was thrilled with these comments as this class were his Achilles heel last year! He also acknowledges that being more organised with his resources in the classroom has been vital so that students do not have time to be off task. His Do It Now activity is on the board or on desks ready so that as soon as students enter the classroom they are expected to settle and work. His

PowerPoints are up and ready so that Jamie's focus is on the class. His lessons now have greater pace and students are kept on task with Jamie constantly circulating the classroom.

Jamie has also learnt the value of establishing positive relationships especially with his more challenging students. Many of these are attention seeking so Jamie takes the time to learn about their interests and have a chat with them. One student he found out is a Villa supporter and that has provided a topic for post-match dialogue during Monday's lesson. Students who are placed in school detention by Jamie are visited by him to discuss why they were placed in detention to reach an acceptance about expectations in Jamie's classroom.

Leadership Learning Walks have commented on the positive attitudes towards learning students in his classes have this year, acknowledging the progress Jamie has made.

Jamie has established positive relationships with all the students in his form group which he took through from Year 7 to 8. He has taken the time to keep up contact with parents particularly for those who need regular home contact. Some of his students are on report for poor behaviour in some subjects and Jamie takes the time to coach them and follow up any poor comments they receive on their reports each day. His Head of Year has acknowledged the positive rapport Jamie has with his tutor group and knows that Jamie will follow up on any concerns teachers have with his tutees.

#### **TS8 - Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional 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

Jamie has continued to train the Year 7 & 8 football team this year much which the PE Department appreciates. This is a big commitment one night a week and then accompanying the team to matches in the West Midlands area. He passed his minibus awareness course in the Summer Term last year and that has made it easier for him in this role. He has also supported his Tutor Group in raising money for MIND during a Year Group Charity Week running a cake stall at break and raffling a giant Easter Egg. Jamie has also become a regular teacher support for Duke of Edinburgh expeditions, this has helped him to make relationships with a wider range of students outside of his teaching commitment.

Jamie has established himself as a committed, hard-working professional within the Maths Department, his Year 8 Pastoral Team and across the school. He will seek out advice when needed and following annual safeguarding training he followed the school policy and sought advice regarding a member of his tutor group he had concerns about. The DSL praised his swift intervention and diligence in noticing changes in the child's behaviour. Jamie has been thorough throughout the two years at completing his ECF training units and attending mentor meetings prepared. He has enjoyed discussing his pedagogy and applying research to his teaching. He was

keen for his mentor to observe his Year 10 Maths lessons to see how implementing the strategies they discussed last year had continued to make a difference to their behaviour for learning. Jamie is a reflective practitioner and has made the most of his ECT time to observe colleagues not just in Maths but across the school to widen his strategies for teaching further. He found it particularly useful to observe colleagues in Science on cold calling and questioning. Following discussions with the teachers he observed he has been more confident at using a no hands up approach and developed more probing questioning.

Over the year Jamie has phoned home to praise students and express concerns, he has logged these in line with the school policy. He has also completed interim assessments and effectively communicated with parents/carers via Year group reports. The school has continued with the online Parents Evening following covid and Jamie chose to conduct these in school on the Maths corridor alongside colleagues. His Subject Leader praised Jamie for his preparation for these, he prepared bullet points in advance to ensure that he covered everything he needed to share with time constraints.

### **Areas for further development**

- Continue to develop subject knowledge of A Level Maths with further study and observations of experienced colleagues.
- Develop your adaptive practice further to ensure your more able are challenged.
- Develop strategies for teaching students with English as an additional Language so that all tasks are accessible, and students make progress in line with their ability.

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

- 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.

Jamie consistently observes the proper boundaries appropriate to a teacher's professional position in the classroom and outside of school. This is vital because Jamie supports many activities off the school site. Jamie has been strict with his Year 7 & 8 Football Team and Duke of Edinburgh students that they treat him the same outside of school as they do in school. He insists that pupils contact him via school email or telephone and keeps his security settings high on his mobile to ensure that his social media cannot be accessed by students. Jamie has completed all safeguarding training this year, including up-dated PREVENT training and has followed school policy when he has had concerns about a student's welfare.

Jamie is very approachable as a teacher and tutor, but he is careful in class discussions not to express his own personal beliefs in a way in which exploit pupils' vulnerability or lead them to break the law. Form Time discussions have often covered topical issues such as the role of the monarchy, the war in Ukraine, refugees, knife crime and he is very careful to reiterate British values that everyone is entitled to a voice and opinion as long as they do not promote extremism



or cause offence. Jamie has some vocal students in his tutor group, and he makes sure that discussions are conducted in an atmosphere of mutual respect. Jamie has pupils who belong to a range of faiths in his classes and last term during Ramadan he offered his classroom on a rota as a quiet supervised space at lunchtime.

**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.**

Jamie is a positive role model for students in his conduct around school and in lessons. He is polite with students, and he expects the same from them and towards each other. He has continued to have excellent attendance and punctuality and with the school drive on these he models exactly what he expects from his tutees and students. Jamie understands that a quiet chat with a child can secure their trust and support when they are not behaving in line with school expectations.

Jamie follows school policies whether it is reminding students on school uniform, punctuality, homework, or ensuring that assessments meet data deadlines. He arrives to his school duty area on time before school and at break time and is active in the area to ensure that students are safe. He welcomes students as they enter his classroom and sets that positive start to the day. He is more confident this year at following the school Behaviour Policy and logging praise and sanctions.

The school's motto is PCP, 'Be Proud, Be Caring, Be Prepared' and he promotes this ethos with his students. As a tutor he conducts stationery checks to ensure his tutees are prepared for learning and reminds his Maths students about the equipment they need to be ready for lessons. Likewise uniform checks are a reminder to be proud of their school and pleased with what they do in their lessons. Students are encouraged on a daily basis to be thoughtful towards each other and the wider community on their way to and from school. He encourages his tutees to be caring and join in with charity fund raising events in school whether it is a non-uniform day for Children In Need or other charity events.

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

Jamie has a complete and thorough understanding of what is expected of him as a professional. He understands the responsibilities and duties expected of him as a teacher and he constantly upholds the expectations. This includes an understanding that he is required to attend meetings, CPD and conduct Parents Information Evenings as part of his directed time responsibilities. Last year Jamie found it daunting to meet parents. As he has become familiar with his students, he can confidently discuss their strengths and areas for focus and offer guidance on how parents can support with this.

Jamie is fully aware of his responsibilities and duties as a teacher and this includes ensuring that he plans and prepares carefully for lessons. This year this task has become less onerous as he has become more familiar with schemes of work and specifications. He knows the resources he can utilise and which he needs to print out in advance for lessons. Keeping up with marking was also difficult for Jamie last year but through implementing more student self-assessments and actively marking in the classroom this has also become easier. He also makes sure that he makes use of his PPA time in school to support with this.