

## Teacher Standard 2

### Promote good progress and outcomes by pupils

- 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

What this might look like in the classroom?	Example of evidence you might collect.
Intervention and additional support for specific groups of pupils within the lesson (not just the less able)	Lesson plans – annotating and demonstrating how you are using assessment and outcomes from previous lessons to re-group pupils and provide additional support;  Pupils’ work in books;  Target and progress cards;
Learning journals	Evidence of pupils’ progress in mathematics
Marking and feedback	Evidence in pupils’ books of misconceptions identified, modelled and opportunities for the pupils to revisit and correct them; With older children, you may encourage them to provide written feedback and comments to your feedback;  Lesson observations from your mentor – they may focus on the quality of your feedback to enhance pupil progress.
AfL strategies being used throughout the lesson, e.g. questioning, noting pupil progress/difficulties, changing pupil groups within the lesson based on feedback.	Lesson plans may demonstrate your key questions to deepen learning; You may annotate your lesson plans following the lesson to note down any key children who were struggling or exceeding or any misconceptions that arose;  Lesson observations focusing on AfL strategies;  Self and peer evaluation may be used within the lesson to enable pupils to take control of their own learning and progress;

	<p>Adapting your lesson based on pupil feedback throughout the lesson – this could be evidenced through annotated planning and lesson observations from your mentor.</p>
<p>Use of class/school assessment to inform planning</p>	<p>Planning may clearly identify how the learning is designed to close the gaps for the class/individual pupils;</p> <p>You may complete formative feedback grids during/after the lesson to demonstrate pupil progress for individuals or groups;</p>
<p>Learning walls/working walls</p>	<p>You may encourage the pupils to add to/use working walls within the classroom to secure and deepen their understanding within the lesson and to support them to make good progress;</p>
<p>Opportunities for pupils to discuss and explore mathematical concepts</p>	<p>A balance between teacher talk and pupil talk;</p> <p>Scaffolded approaches to introducing or reinforcing concepts – pupils have plenty of opportunities to practice and reinforce their learning independently within the lesson – this would be seen on lesson plans and lesson observations.</p>
<p>Target setting</p>	<p>Target cards or charts used and understood by the children;</p> <p>Work in pupils' books evidencing their progress on different targets;</p>