

Teacher Standard 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

What this might look like in the classroom?	Example of evidence you might collect.
Clear progression of skills within a topic area	<p>Planning, identifying prior learning and next steps, with curriculum links clearly referenced.</p> <p>Pupils' work, showing progression of skills in mathematical topics.</p>
Feedback during and after the lesson to show progression within topics	<p>Lesson observations focusing on the use of questions to move children's understanding forward.</p> <p>Planning to show next steps activities for children to move their learning forward in particular topic areas.</p> <p>Modelling and signposting further activities for developing pupils' subject knowledge – this may be linked to homework or self-study tasks.</p>
Calculation policies followed and modelled	<p>Lesson plans showing how the school's calculation policy is being modelled and implemented.</p> <p>Lesson observation feedback, with a focus on the modelling of calculation strategies in line with school policies.</p> <p>CPD/Staff training records.</p>

<p>Target setting for pupils</p>	<p>Pupil understanding of mathematics targets and how to achieve them.</p> <p>Marking and feedback explicitly linked to pupils' mathematics targets.</p>
<p>Application of mathematical knowledge and skills across the curriculum</p>	<p>Planning for other curriculum areas, identifying clear links to mathematics.</p> <p>Pupils' work in other subject areas, demonstrating their understanding and application of mathematical skills and concepts across wider contexts.</p> <p>Lesson observations of other subjects, identifying links to mathematics knowledge and skills.</p>
<p>Evidence of research-informed practice</p>	<p>CPD notes.</p> <p>Strategies and resources used in mathematics teaching and learning (evidenced in planning).</p>
<p>Clear modelling and explanation of mathematical concepts</p>	<p>Planning.</p> <p>Lesson observations focusing on the explanations and modelling of strategies.</p> <p>Resources used to support and model mathematical concepts.</p> <p>Pupils' work or photographs of pupil activities, which demonstrate clear understanding of mathematical concepts through modelling.</p>
<p>Ability to pre-empt and address mathematical misconceptions. (This may include modelling a deliberate misconception or error to enable children to understand and identify the error).</p>	<p>Planning identifying possible misconceptions for the lesson.</p> <p>Lesson observation – feedback to learners and ability to address misconceptions in mathematics.</p>
<p>A clear focus on mathematical language</p>	<p>Displays modelling mathematical vocabulary in context.</p> <p>Working walls, where pupils have contributed to the display and</p>

	<p>demonstrated their understanding of vocabulary and concepts.</p> <p>Lesson plans and observations – key mathematical vocabulary identified and consistently used. The pupils also encouraged to use the correct vocabulary.</p>
<p>Demonstrate secure understanding of the areas of science you deliver</p> <p>Plan rich and inspiring lessons which extend children’s understanding in the area of science</p> <p>Plan to elicit children’s misconceptions through AfL strategies such as concept cartoons</p> <p>Conduct clear science lessons which are understandable and allow the children to develop scientific literacy</p>	<ul style="list-style-type: none"> - Share background reading along with your lesson plans to demonstrate your proactivity in developing subject knowledge. - Evidence of lesson observations which demonstrate clear grasp of the concepts taught. - Provide examples of children’s misconceptions in science, demonstrating how you have challenged them - Share science specific vocabulary on presentations, displays and word mats. Collect evidence of clear expectations of using scientific vocabulary, through displays, resources and lesson plans.