

## Teacher Standard 1

### Set high expectations which inspire, motivate and challenge 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

**This table provides an idea of the kind of activities you could do in school to provide evidence for this standard. These are only suggestions and it is not suggested that you do everything in the table, nor is it intended to be an exhaustive list.**

What this might look like in the classroom	Example of evidence you might collect
<p>Ensure you are implementing safeguarding policies in your classroom.</p> <p>Challenge any bullying behaviour in your classroom.</p>	<p>Stonewall poster on the wall of your lab.</p> <p>Certificate to show you have completed safeguarding training.</p> <p>Discussion in whole class following a bullying incident in one of your lessons. Documented in your lesson evaluation.</p>
<p>Monitor pupil attendance or punctuality.</p> <p>Keep attendance records in line with school policy. Inform pastoral tutors or head of year of any concerns.</p>	<p>Electronic or hard copy register. Memo to pastoral tutor.</p>
<p>Contribute fairly to 'on report' documentation.</p> <p>For pupils on report, discuss their behaviour or work rate or progress at the end of the lesson and agree with the pupil the comment to be added to their report.</p>	<p>You could add this information to your summary of your weekly mentor meeting.</p>

<p>Demonstrate consistent rewards and sanctions in line with whole school policy.</p> <p>Put rewards and sanctions policy up on your lab wall. In your first lesson with a class discuss the rewards and sanctions system, discuss as a class what constitutes acceptable and non-acceptable behaviour.</p>	<p>Ask your host teacher to record examples of where you have implemented the school rewards and sanctions policy of the school. Place this in your teaching and learning file with your lesson evaluation.</p>
<p>Safe learning environment eg pupils confident to contribute to lessons.</p>	<p>Ask your host teacher to record examples of where you have encouraged otherwise quiet pupils to contribute to your lesson.</p>
<p>Produce wall displays showing the work of a range of pupils.</p>	<p>Take a photograph of your wall displays.</p>
<p>Working with parents to establish good behaviour – contact them by phone or postcard home or face-to-face meeting to discuss or celebrate a child’s progress or behaviour.</p>	<p>Copy of a postcard home.</p>
<p>Model respect and politeness in the classroom and in the wider school. Use pupil names.</p>	<p>Ask your host teacher to log specific examples of modelling respect and politeness.</p>
<p>Be aware of the schools mission and/or vision statement. Discuss with your mentor what this means for you in the class.</p>	<p>Record the outcome of your discussion in the minutes of your mentor or trainee weekly meeting.</p>
<p>Be aware of any parent school agreements. Check these with host teachers and pastoral team.</p>	
<p>Demonstrating commitment to each child as an individual. Greet children by name at the door at the beginning of each lesson. Ensure you differentiate work to allow pupils feel a sense of achievement, without over simplifying. Have an awareness of issues pertinent to the child outside of school eg being a child carer, illness in the family and respect accordingly.</p>	<p>Ask host teacher to comment on your use of pupil names in a lesson observation, how you have chosen to act with certain vulnerable children.</p>

<p>Ensure you have a 'teacher presence' around school.</p> <p>Be well presented in professional dress.</p>	<p>Comments in phase reviews.</p>
<p>Contribute to IEP plans.</p>	<p>IEP plans, with your comments highlighted.</p>
<p>Evidence of using pupil data to maximise pupil progress.</p>	<p>Lesson plans are marked up with specific actions to be taken eg targeted questioning.</p>
<p>Ensure appropriate differentiation in lesson planning.</p>	<p>Differentiated resources in teaching and learning file.</p>
<p>Ensure you have all appropriate data identifying vulnerable pupils in your care.</p>	<p>Data in teaching and learning file.</p>
<p>Celebrate diversity in your lessons to make for an inclusive classroom.</p>	<p>Examples used in lessons incorporate diversity and are recorded in lesson plans and/or resources eg when doing food tests include diverse foods such as naan breads, include developments from cultures other than white British eg astronomical developments from the east such as the observatory in Jaipur.</p>
<p>Value pupil inputs to lessons.</p>	<p>Ask your host teacher to monitor and record your use of praise on a lesson evaluation.</p> <p>Have a 'question wall' in your lab that you refer to.</p>
<p>Have differentiated outcomes for lessons eg korma, madras and vindaloo.</p>	<p>Lesson plans will evidence this.</p>