

Teacher Standard 2

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

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
Attend department meetings to discuss pupil progress.	Log in record of mentor meeting.
Demonstrate intervention to support pupil progress eg extra support with literacy via the use of science vocabulary definitions, provision of extension projects such as science having a challenge box containing science research tasks for AG&T pupils eg why is Pluto sometimes classified as a planet and sometimes not?	Evidence in lesson plans and resources.
Evaluate the impact of interventions eg show via pupil work how targeted pupils have used key vocabulary or the results of specific pupil engagement with extension tasks.	Samples of annotated pupil work and lesson evaluations.
Set summative tests at the end of taught units.	Record of data and evidence of analysis eg RAG where pupils are meeting targets.
Differentiated outcomes, eg all, most and some.	Lesson plans.

Evaluation of targetted pupils achievement in lessons ie did they meet the targets set.	Lesson evaluation.
Consulting with parents or carers on pupil progress by attending consultation meetings or individual face-to-face meetings with parents.	Evidence this is your interim progress reports from your placement school.
Act on pupil responses to your questioning to scaffold their answers.	Ask your host teacher to record examples of your scaffolding technique when they are carrying out a lesson observation.
Mark pupil work in line with the school policy, giving feedback showing pupils what they have done well and areas for improvement eg WWW and EBI.	Samples of marked pupil work.
Use a range of AfL strategies in your lessons eg whiteboard quizzes, hinge questions, exit tickets.	Ensure the different approaches are highlighted in your lesson plans.
Use a seating plan to support pupil progress, be able to justify this eg mixed ability grouping for discussions.	Annotate your lesson plans to demonstrate this.
Show that you have made use of school tracking data eg identified a pupil who needs extra support and put this support in place.	Annotate your lesson plan to show this.
Identify key questions for the lesson.	Lesson plan.
Carry out baseline assessments at the beginning of a topic.	Samples of marked tests.
Work with a range of professionals to support individual pupils' eg teaching assistant.	Record in lesson plans.
Give pupils time in lesson to respond to targets you have set relating to home learning.	Sample of pupil responses.
Use peer marking or evaluation in lessons.	Lesson plans.
Provide samples of WAGOLL (what a good one looks like) to help pupils know what to aim for.	Lesson resources.
Plan for a range of pupil needs in each lesson.	Lesson plan and resources.

<p>Use a range of teaching and learning activities in your lessons eg paired work, practical work, dance, making a video, comprehension tasks, and games.</p>	<p>Lesson plans across a series of lessons will demonstrate variety.</p>
<p>Be responsive to pupil needs as they emerge in a lessons eg if a number of pupils do not understand how to use the speed = distance/time equation, stop the plan you have in place and reinforce this with more examples.</p>	<p>Annotations to lesson plan.</p>
<p>Demonstrate medium term planning to sequence scientific ideas logically eg using the word equation before starting on the formula equation and ensuring the use of formulae has been taught in chemistry before introducing this.</p>	<p>Medium term planning document in teaching and learning file.</p>
<p>Balance of teacher talk and pupil activities.</p>	<p>Ask your host teacher to record the times spent on each type of activity when doing a lesson observation.</p>