



School of Teacher Development

# Primary Record of Professional Development 2007-2008

**The Framework of Professional Standards for Qualified Teacher Status**

Name	.....
Course	.....
School	.....

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**Notes for Tutors, HQMs, Lead Mentors:**

This document is often a very good starting point to discover the strengths and developmental targets of the trainees. This will form the baseline for assessment, and for discussion with your trainee.

At the periodic meetings, lesson observation feedback with the trainee, review the evidence and the targets, consider the appropriateness of these and review progress on the placement. Use this as a baseline for discussion with trainee/mentor.

At the end of the placement meetings with the mentor to assign levels against the standards. At this meeting a brief report will be written to record specific achievements and targets for future placements/career entry.

Tick boxes have been provided at the bottom of every standard statement for you to indicate to the trainee where they have met a standard on a particular placement, the standards will not be signed off until the final placement. There is a grid provided for this purpose.

**Notes for Trainees:**

This file comprises a very important record of your achievements and targets during school placement. As you work through the placement revisit this document regularly (at least once per week, perhaps after your mentor meeting) and make brief notes of your achievements that week under description and reflection, remember to date these. Under evidence base you need to gather appropriate documentation to support your claim, this may include

- Lesson observations
- Planning
- Assessment sheets
- An account of an activity
- Notes from another professional
- Photographs

Try to highlight specific parts of any paperwork that you have collected and place them behind the relevant page within the file.

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**Notes for Mentors:**

This document comprises an important tool for the assessment and grading of the trainee on placement. The trainee is expected to collect the evidence for achievement against the standards which should then be visited at the weekly mentor meeting.

The mentor should review the evidence produced by the trainee and **if** they agree should comment and initial in the appropriate column.

At the weekly mentor meeting there is the opportunity to set specific targets in the target column.

At the end of the placement the mentor and tutor should meet together and review the evidence and fill in the grid at the end of the booklet, together with the appropriate report.

Tick boxes have been provided at the bottom of every standard statement for you to indicate to the trainee where they have met a standard on a particular placement, the standards will not be signed off until the final placement. There is a grid provided for this purpose.

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**1. Professional Attributes**

	Working Towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/main scale teachers (I) should:
Relationships with Children and Young People	Beginning to show an awareness of pupils' mistakes and progress	<b>Q1. Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential</b>	Expects pupils to learn and make progress. Positively uses pupils' mistakes and misunderstandings.	Committed to raising pupils' achievement and has consistently high expectations.	High demands and expectations are based on prior achievement. Many pupils have made expected progress.	<b>I 1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential.
	Beginning to build professional relationships with pupils.	<b>and a commitment to establishing fair, respectful, trusting, supportive and constructive relationships with them.</b>	Creates a safe and purposeful collaborative atmosphere.	Relates to pupils in a purposeful positive way. Shows awareness of different approaches various pupils take to their work.	Applies different approaches to match pupils' needs. Consistently enthuses and motivates, creating very good relationships with pupils.	A commitment to establishing fair, respectful, trusting, supportive and constructive relationships with them.
	Shows some understanding of a professional working atmosphere.	<b>Q2 Demonstrates the positive values, attitudes and behaviour they expect from the children</b>	Responses to pupils are fair, respectful and constructive.	As above	As Above.	<b>I 2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

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	Working Towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/main scale teachers (I) should:
Frameworks	Is aware of and works within, the statutory frameworks relating to teachers' responsibilities Contributes to and shares responsibly in the corporate life of the school.	<b>Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.</b> <b>Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</b>	They are aware of/seek advice and work within, the statutory frameworks relating to teachers' responsibilities. Carries out playground duty with a staff member. Attends assemblies + staff meetings	Takes some responsibility for checking and seeking advice on professional matters. Effective working relationships. Contributes to activities or preparation of resources beyond own teaching.	Always takes responsibility on matters of confidentiality and situations involving other agencies & professionals. Takes a full part in life of the school including clubs and extra curricular activities	<b>I 3</b> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
Communicating and Working with Others	Beginning to understand the range of communication channels for parents and carers & colleagues.	<b>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</b>	Develops sound relationships with colleagues, parents and carers through written and spoken communication	Communicates sensitively with parents & carers & colleagues in a proactive manner	Communicates proactively sensitively with parents & carers & colleagues in a range of more challenging situations	<b>I 4 (a)</b> Communicate effectively with learners and colleagues <b>(b)</b> Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being <b>(c)</b> Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

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	Working Towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/main scale teachers (I) should:
Communicating and Working with Others	Beginning to build an understanding of the role of adults beyond the mentor.	<b>Q 5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.</b>	Involvement with guidance of other adults to promote learning	Proactive approach to involvement of other adults to raise attainment	High commitment to engaging parents and colleagues in ensuring well-being and raising attainment	<b>I 5</b> Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
	Beginning to establish positive working relationships with OAs.	<b>Q 6 Have a commitment to collaboration and co-operative working.</b>	Shares and gathers resources to support their class(es). Joins in professional discussion in a positive manner.	Collaborates with teacher mentor, and works effectively with other colleagues.	Consistently fully involves support staff and other professionals...	<b>I 6</b> Have a commitment to collaboration and co-operative working where appropriate
Personal Professional Development	Uses lesson evaluations to identify what is working well and where further development is needed	<b>Q 7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs</b>	Daily evaluations used effectively to reflect on teaching and to improve future practice through a process of self-review	Takes initiative to pursue professional development, which impacts on teaching within the context of the placement school.	Takes initiative and thinks rigorously in pursuing professional development, across the life of the school	<b>I 7</b> Evaluate their performance and be committed to improving their practice through appropriate professional development.
	Some understanding of strengths /areas for development	<b>Q 7 (b) Identify priorities for their early professional development in the context of induction.</b>	Complete CEDP with SMART targets to enable effective progression.	Complete CEDP with SMART targets to enable effective progression.	Complete CEDP with SMART targets to enable effective progression.	

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	Working Towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/main scale teachers (I) should:
Personal Professional Development	Shows a flexible approach to learning and teaching to enable creative and innovative practice.	<b>Q8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified</b>	Demonstrate an awareness of current initiatives and how the use of them in their own teaching has benefited their own practice.	Plan, deliver and evaluate creative and innovative teaching and learning experiences consistently.	Able to set current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.	<b>I 8</b> Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
	Shows a growing awareness of the need to seek and act on advice. Increasing professional development. Listens carefully to and understands advice given	<b>Q9 Act upon advice and feedback and be open to coaching and mentoring</b>	Evaluate lessons by listening to and acting on advice from more experienced teachers	Demonstrate a positive approach to improving own practice through advice from more experienced teachers.	Seek help from appropriate experienced colleagues where appropriate.	<b>I 9</b> Act upon advice and feedback and be open to coaching and mentoring.

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**2 Professional Knowledge and Understanding**

	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Teaching and Learning	Uses praise and encouragement and is aware of the different strategies to manage behaviour.	<b>Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential</b>	Maintains a brisk pace. Responds well to off-task pupils. Makes good use of OAs. Uses voice effectively in a variety of situations to establish presence, praise pupils and manage the classroom.	Learning and teaching approaches appropriately challenges and motivates. Uses and refines strategies. Good behaviour management and clear identification of pupils who require a personalised approach.	Manages behaviour of more challenging pupils appropriately. Pupils learn and make progress at a substantial pace and enjoy what they do.	<b>I 10</b> Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential
Assessment and Monitoring	Developing knowledge of statutory assessment frameworks	<b>Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications</b>	Awareness of arrangements for teacher/practitioner assessment, statutory tasks/tests at the end/during Key Stage	Understanding of implementation, and processes of moderation in arrangements for teacher assessment, statutory tasks/tests at the end/during Key stage	Finely tuned and insightful understanding of non/statutory assessment frameworks and their contribution to the raising of standards and associated professional issues	<b>I 11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Assessment and Monitoring	Beginning to record achievements in core/foundation subjects or areas of learning clearly for some pupils. Familiarises themselves with school's/setting's records and reports.	<b>Q12 Know a range of approaches to assessment, including importance of formative assessment</b>	Records and assesses achievements in core/foundation subjects or areas of learning clearly for most pupils.	Methodical systems for recording and reporting based on formative and diagnostic information. Records used to inform planning and teaching	Systematic and efficient records based on a wide range of appropriate formative and diagnostic assessment techniques to inform planning, teaching and inclusion	<b>I 12</b> Know a range of approaches to assessment, including the importance of formative assessment
	Planning and record keeping show some correspondence to NC/ELG and the school/setting improvement priorities.	<b>Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment</b>	Planning and record keeping corresponding to NC/ELG Able to use school's performance data to set context for pupils' learning and identify any trends for improvement.	Some use of school/class pupil tracking documentation to judge starting-points and to target levels of attainment within the school's/setting's own improvement priorities	Confident and efficient use of school's tracking data and/or Foundation Stage Profile to judge starting-points and to target levels of attainment, within school, regional and national priorities	<b>I 13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.  <b>I 14</b> Know how to use reports and other sources of external information in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Subject and Curriculum	Demonstrates growing subject knowledge and aware of possible approaches to teaching in some contexts	<b>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</b>	Demonstrates and displays secure subject knowledge and range of teaching approaches appropriate to different learning needs and stages of development	Shows more comprehensive subject knowledge and confidence in using different teaching approaches appropriate to learning needs	Shows high degrees of confidence in subject knowledge and teaching approaches; consistently able to adapt practice to support individual needs	<b>I 15</b> Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, .recent relevant developments,
	Familiar with NC P.o.S. content for the subject.	<b>Q15 Know and understand the relevant statutory and non-statutory curricula, frame- works, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives across the age and ability range for which they are trained to teach.</b>	Aware of subject knowledge entitlement for learners and familiar with relevant curriculum guidance for the age range they teach	Good working knowledge of subject entitlement for learners; makes good use of relevant curriculum guidance to support learners' needs	Excellent working knowledge of subject entitlement for learners; flexible use of relevant curriculum guidance in the context in which they work and familiar with current initiatives	<b>I 16</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Literacy, Numeracy & ICT	Is aware of the content and requirements of the TDA skills tests	<b>Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)</b>	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)	
	Is aware of the value of ICT in supporting learning and knows some of the resources available. Uses appropriate ICT terminology.	<b>Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities</b>	Aware of different uses of ICT to support learning and applies some of these with groups, individuals and/or the whole class; Supports some aspects of their professional work through the use of ICT	Demonstrates confident and consistent use of ICT to support and enhance the curriculum; aware of a range of primary software and equipment; ICT is used confidently to support well-chosen aspects of professional work	Shows innovative use of ICT to support, enhance and transform learning using a range of skills and resources; ICT in used very effectively to support a range of professional practice.	<b>I 17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Literacy, Numeracy & ICT	Is aware of the ways in which literacy skills can support learning and aspects of professional practice.	<b>Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities</b>	Able to recognise learners' needs in English when planning for other subjects; Uses written and spoken English appropriately in professional contexts	Shows a confident range of literacy skills in planning and teaching across the curriculum; Shows a good understanding of different forms of spoken and written languages used in different professional contexts	Able to respond flexibly and confidently to pupils' questions relating to literacy in any subject area and enhance pupils' skills; Shows effective and confident use of written and spoken English in professional contexts	<b>I 17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
	Is aware of the ways in which numeracy skills can support learning and aspects of professional practice.	<b>Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities</b>	Able to recognise learners' needs in numeracy when planning for other subjects; Able to interpret attainment and tracking data	Shows a confident range of numeracy skills in planning and teaching across the curriculum; Able to interpret tracking data and recognises how it could inform assessment and planning	Able to respond flexibly and confidently to pupils' questions relating to numeracy in any subject area and enhance pupils' skills; Able to use data and pupil tracking systems to support assessment and planning	<b>I 17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Achievement and Diversity	Shows some awareness of children's stage/pattern of development.	<b>Q18 Understand how children develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</b>	With guidance and support, differentiates respecting pupils varying interests, stages of development and cultural backgrounds	Differentiates taking account of pupils varying stages of development and cultural backgrounds.	Sets targets which challenge all pupils and extend their understanding.	<b>I 18</b> Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
	Tasks for groups of pupils are differentiated with guidance. Uses records to inform planning Takes account of different pupils' needs. Aware of EAL/EMAS service and appropriate strategies to use.	<b>Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</b>	Recognises needs of more able pupils and offers some challenge. Differentiates teaching, with some support, including use of IEPs. Is able to identify strategies to support EAL pupils.	Responds to misconceptions and encourages self-correction. Targets questions at an appropriate level. Applies strategies and questions to actively involve EAL pupils. Values diversity.	Consistently offers challenge and support for the more able and those with SEN. Can confidently create and further develop ideas/strategies and create relevant resources.	<b>I 19</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Achievement and Diversity	Some observations and records made to inform understanding of developmental stage of pupils. Seeks info from SEN Co.	<b>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</b>	Seeks guidance from SEN Co to gain insights into pupils' strengths and weaknesses. Uses a range of strategies to support and extend pupils' learning, not always with confidence.	Planning is appropriately differentiated, to groups and individuals, a range of strategies used. [Some guidance acceptable].	Independently creates tasks, resources which meet the needs of gifted and talented pupils.	<b>I 20</b> Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people. <b>I 21</b> Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Health and Wellbeing	Developing awareness of professional/legal frameworks and there impact on children's well-being	<b>Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people</b>	Awareness of professional/legal frameworks with some guidance form mentor	Awareness of professional/legal frameworks beyond immediate class	Developed awareness of class and school professional/legal frameworks	<b>I 22</b> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. <b>I 23</b> Know the local arrangements concerning the safeguarding of children and young people <b>I 24</b> Know how to identify potential child abuse or neglect and follow safeguarding procedures. <b>I 25</b> Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers should:
Health and Wellbeing	Developing understanding of role of various frameworks/professionals for supporting children facing difficulties	<b>Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</b>	Knows how to identify issues and support use of frameworks/professionals for supporting children facing difficulties	Good understanding of various strategies for supporting children facing difficulties	Perceptive understanding of wider influences which cause children difficulties and how to deal with these effectively	

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**3 Professional Skills**

	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Planning	Developing awareness of planning for progression in learning	<b>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across a series of lessons and demonstrating secure subject/curriculum knowledge.</b>	Sets clear objectives for progression over a sequence of lessons, not always matched to needs of all pupils	Plan clear sequence of learning with suitable objectives for lessons and sequences of lessons closely matched to pupil needs	Short-term planning is consistently of high standard: objectives, activities, resources and outcomes are all matched to learning priorities.	<b>I 26</b> Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
	Is aware that learners need the opportunity to apply skills in literacy, numeracy and ICT in other subject contexts	<b>Q23 Provide opportunities for learners to develop their literacy, numeracy and ICT skills.</b>	Identifies opportunities to incorporate literacy, numeracy and ICT skills within other subject teaching	Planning systematically Identifies learning outcomes related to skills in literacy, numeracy and skills and provides meaningful learning contexts for application and development	Selects and plans for innovative learning in medium and short-term planning that take account of learners' literacy, numeracy and ICT skills	<b>I 27</b> Design opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Planning	Is aware of school homework procedures.	<b>Q24 Provide homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</b>	Follows school Homework Policy on a regular basis.	Develops effective homework to support learning out of school	Consistent and creative provision of homework to integrate home-school learning experiences.	<b>I 28</b> Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate to sustain learners' progress and to extend and consolidate their learning.
Teaching	Developing awareness of range of learning and teaching strategies for inclusive learning	<b>Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</b>  <b>(a) Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.</b>	Begins to use a range of learning and teaching strategies. Sets clear tasks in an inclusive setting going beyond didactic approaches to learning.	Good understanding of how to combine different strategies effectively to motivate and sustain children's interest. Carefully matched resources. Uses a range of teaching strategies to support inclusion.	Consistently uses a wide range of teaching strategies effectively to promote inclusive, challenging, active and independent learning.	<b>I 29</b> Teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they: a)use an appropriate range of teaching strategies and resources, including e learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

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Teaching	Some awareness of conceptual development and progression in pupils' learning	<b>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;</b>	Provides links to past and future learning to develop and apply new concepts, skills and knowledge	Carefully considers prior learning and activities in enabling learners to develop and apply concepts, skills and knowledge	Systematically and purposefully provides links in learning based on pupil perspectives and their developmental needs.	b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
	Recognizes impact of teacher language (vocabulary, voice and grammar) on learning	<b>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively; need to talk about these more in the examples</b>	Teacher language (vocabulary, voice and grammar) appropriate to the learning context in different parts of a lesson.	Teacher language is used effectively to challenge and support learning in different parts of a lesson.	Teacher language finely-tuned to the needs of the children in different subjects in an inclusive way	d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively e) Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Teaching	Some understanding of links between time, space and learning in the classroom	<b>(d) Manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.</b>	Appropriate use of time, space and pupil grouping to progress learning	Effective use of time, space and pupil grouping to manage learning in a range of contexts	Effective judgement in choice of classroom organisation and management of learning as the lesson progresses	<b>I 30</b> Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
Assessing, Monitoring and Giving Feedback	Begins to use a range of assessment strategies which include: questioning; observation; marking; tests.	<b>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.</b>	Able to identify pupils' individual needs from assessments with the help of a more experienced teacher.	Understands and uses a range of formative and summative strategies, accurately and consistently to identify progress: including pupil self-assessment.	Adept and confident in applying a manageable range of assessment strategies in order to improve process and outcomes of learning: including pupil self/peer assessment	<b>I 31</b> make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
	Begins to match assessment information, learning objectives/intentions and learning activities.	<b>Q26 (b) Assess the learning needs of those they teach and set challenging learning objectives/intentions</b>	Assessment of learning relates to learning objectives and used to identify next learning steps with the help of experienced teachers	Assessment is closely related to appropriate learning objectives and used to identify next learning steps which are shared with pupils	Assessment is closely related to precise learning objectives and used to set pupils clear and precise targets for improvement. Pupils are actively engaged in this process	

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Assessing, Monitoring and Giving Feedback	Recognises some pupil misconceptions and is beginning to use this to support progress in learning	<b>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</b>	Teacher questioning/and constructive marking supports learning. Uses records to draft reports with support from an experienced teacher. Provides feedback to parents.	Uses targeted questions and discussion to develop learning. Uses records to draft reports as per school format independently. Pupils are aware of their progress.	Skilfully provides well-focused feedback, setting SMART targets for improvement. Pupils are actively involved in the assessment process to improve their learning. Drafts detailed and cohesive reports.	<b>I 32</b> Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
	Begins to understand and implement assessment for learning processes based on active pupil involvement	<b>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</b>	Shows some understanding of the learning process and how to involve pupils proactively.	Pupils encouraged to reflect on own performance through verbal and written feedback. Starting to implement a more active approach to 'learning how to learn' in class.	Clear understanding of theory and practice of assessment, using it effectively to inform planning and teaching. Articulate and innovative approach to the development of 'learning how to learn'.	<b>I 33</b> Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and plan future teaching. <b>I34</b> Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Reviewing, Teaching and Learning	Able to describe the progress of selected learners from lessons taught	<b>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</b>	Able to evaluate the progress of learners and modify practice with help regarding impact on pupils' learning.	Thinks critically about the impact of their teaching on all pupils' learning and applies a range of learning and teaching strategies in the classroom.	A rigorous, accurate approach to evaluation, based on what pupils have achieved in lessons	<b>I 35</b> Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. <b>I36</b> Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
Learning Environment	Some ability to manage resources in line with school policies with the support of a more experienced professional).	<b>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.</b>	Resources and displays are planned and used to promote learning. Conforming to H & S school guidance in and out of school	Pupils are organised to work safely, independently, and efficiently in a motivating learning environment in and out of school	Fully developed, safely organised, and responsive learning environment in and out of the school.	<b>I 37(a)</b> establish a safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. <b>(b)</b> Make use of the local arrangements concerning the safeguarding of children and young people <b>(c)</b> Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts.

Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
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Learning Environment	Demonstrates and promotes the positive values, attitudes and behaviour that they expect from their pupils shown through appropriate dress, communication and interaction.	<b>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</b>	Promotes positive attitudes and behaviour, through a 'can do' approach.	Shows confident presence; Enthuses and motivates pupils, establishing positive climate and good relationships	Consistently establishes high expectations for pupil behaviour and sustained work.	<b>I 38 (a)</b> Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy. (b) Use a range of behaviour management techniques and strategies, adapting them where necessary to promote the self-control and independence of learners.
	Establishes a behaviour management strategy with the class, consistent with school policy.	<b>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</b>	Applies rules, rewards and consequences consistently in line with school's expectations to create a positive climate.	Uses timely interventions to pre-empt misbehaviour and deals with incidents appropriately. Can introduce their techniques for managing behaviour where appropriate.	Consistently applies behaviour plan. Proactive management strategies including enabling pupils to take responsibility for their actions	<b>I 39</b> promote learners' self control, independence and cooperation through developing their social, emotional and behavioural skills.

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	Working towards	Those recommended for the award of QTS should:	All Trainees must:	Most Trainees should:	Some Trainees could:	Induction/mainscale teachers (I) should:
Team Working and Collaboration	Starting to work within teams and networks in school	<b>Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them</b>	Seeks advice of colleagues beyond mentor. Contributes ideas within the school.	Has made ongoing, positive contribution to life and ethos of school. Working in teams as appropriate	Very productive contributions to the wider life of the schools. Working very effectively in teams	<b>I 40</b> Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
	Developing understanding of the contribution of Other adults to learning	<b>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</b>	Other adults are made aware of their contribution to learning in lessons	Proactive approach to working with other colleagues in planning, assessment and teaching	Works collaboratively with TA's, subject leaders and SENCO to enhance pupils' learning for a range of abilities.	<b>I 41</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

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**Characteristic of Trainees at each level (OFSTED ITT Inspection Framework)**

- These are provided as indicators of the overall performance of trainees for each grade.
- 
- Assessment against the QTS standards must be made on the basis of the standards and the associated criteria identified in the grouped standards above

**Grade 3      Satisfactory**

- Trainees expect pupils to learn and aim to raise pupils' achievement appropriately as a result of their teaching. They evaluate their teaching in order to improve it, but some may need the additional help of a more experienced teacher to assess its impact on pupils' learning. Trainees contribute usefully to the corporate life of the school and relate to pupils well, respecting their backgrounds and interests.
- Trainees have sound knowledge and understanding in the subjects or areas of learning they are trained to teach and are proficient in their use of ICT. They are able to describe and communicate relevant concepts and skills to pupils. They know and understand, as appropriate, national curriculum and national strategy frameworks, guidance and statutory requirements and use them to support their planning.
- Trainees set clear objectives for their lessons, but not always with the appropriate, specific detail, and this means that the match of activities and resources to intended outcomes is not always fully worked out. They take account of the needs of different groups of pupils and are able to differentiate their teaching accordingly with guidance from an experienced teacher. Trainees are aware of the potential and range of teaching strategies, but do not use them all with equal confidence in their own teaching. They organise and manage time and resources to support their learning objectives. They establish a clear framework for classroom discipline, in line with the school's expectations. Relationships with pupils are sound, enabling pupils to learn effectively.
- Trainees use a range of assessment strategies and, with the help of more experienced teachers, are able to identify pupils' individual needs. They are able to use the school's performance data to place the performance of the pupils they teach into context. They mark pupils' work constructively, provide helpful feedback and record and report achievement, guided by the school's practice.

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**Grade 2      Good**

- Good trainees are committed to raising achievement. They have consistently high expectations of pupils and relate to them in a purposeful and positive way. They think critically about the impact of their teaching on what the pupils in the class learn. They are confident and up-to-date in their subject knowledge and the use of ICT, which reflect the needs and requirements of the age range for which they have been trained.
- They use and apply their subject knowledge effectively in the context of what pupils need and have developed the ability to explain and communicate the concepts and skills of the subject to a high standard. They have a good knowledge and understanding of the National Curriculum, National Strategies, guidance and statutory requirements.
- Good trainees set well thought out, clear and precise objectives for lessons and sequences of lessons, which pupils know and understand, and they match the learning resources and the learning activities carefully to intended outcomes. They plan for the varying needs of individuals and groups in the class. A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose. Good trainees know how to manage time effectively in lessons, establish good relationships with pupils and provide a positive climate for good behaviour and sustained work. Work is matched well to the range of pupils' achievement, with recognition of the value of diversity and of the different contributions pupils can make.
- Good trainees understand and use a range of formative and summative strategies at the appropriate time to assess pupils' achievements accurately and consistently and can recognise when pupils have made progress. They interpret and use the school's performance data to judge starting points and to target levels of attainment. They are methodical and systematic in recording and reporting pupil' achievements. At the end of the placement they are recognised as having made a substantial and positive contribution to the corporate life and ethos of the school.

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**Grade 1      Very Good**

- Very good trainees have high and demanding expectations, based on thoughtful and thorough analysis of pupils' prior achievements. They are committed to raising achievement, and know how to accomplish this in ways appropriate to the pupils they are teaching. They play a full part in the life of the school and establish very productive relationships with pupils, teachers and other adults. They take the initiative, think rigorously and pursue their professional development across the life of the school. They set their current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.
- Very good trainees' knowledge and understanding of the subjects which they teach and of the broader educational context in which they work are at a very high level. They use and apply their subject knowledge accurately and perceptively to consolidate and extend pupils' learning. They are confident and imaginative in their use of ICT, applying it productively to support their teaching and pupils' learning.
- They consistently enthuse and motivate pupils. They have an in-depth knowledge of the National Curriculum, National Strategies, and relevant guidance and statutory requirements and use them well to support planning, teaching and assessment. Their planning is consistently of a high standard; objectives, activities, resources and outcomes are all matched very well to the needs of the varying groups of pupils taught. A wide range of teaching strategies is used, with a good understanding of the particular contributions different strategies make to pupils' gains in knowledge, understanding and skills. Evaluation of their teaching is rigorous and accurate and focuses on what pupils have achieved in lessons. It is effectively used to improve their teaching.
- Very good trainees employ effective classroom management strategies and techniques for the range of classes they teach, which ensure there is always a highly purposeful working atmosphere in which pupils learn at a substantial pace and enjoy what they do. They are adept and confident in using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment. They are skilled at providing well-focused feedback and setting clear and precise targets for improvement. Their recordkeeping is detailed, containing accurate and useful assessments of individuals as well as analyses of the performance of groups or whole classes. They use assessment information effectively to inform planning and teaching.

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**1. Professional Attributes**

**Focus (please circle)**      Relationships with young children      Frameworks      Communicating and working with others      Personal professional development

Date	Evidence Base	Achievement, reflection and target	Strategies	Mentor Initial

Name.....Tutor/Mentor Name ..... Date .....



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**3. Professional Skills**

**Focus (please circle)**      **Planning**      **Teaching**      **Assessing, monitoring & giving feedback**      **Reviewing, teaching & learning**      **Learning environment**  
 Team working and collaboration

Date	Evidence Base	Achievement, reflection and target	Strategies	Mentor Initial

Name.....Tutor/Mentor Name ..... Date .....

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**Final Assessment Grid**

Date	Evidence Base	Achievement, reflection and target	Strategies	Mentor Initial

Name.....Tutor/Mentor Name ..... Date .....

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Placement Summary Sheet.

Age range.....

Tutor..... Mentor..... Trainee.....

**All QTS standards**

**ATTRIBUTES**

**Relationships with children and young people**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q1				
Q2				

**Frameworks**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q3				

**Communicating and working with others**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q4				
Q5				
Q6				

**Personal professional development**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q7				
Q8				
Q9				

**Knowledge and Understanding**

**Teaching and Learning**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q10				

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**Record of Professional Development (Primary)**

**Assessment and monitoring**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q11				
Q12				
Q13				

**Subject and Curriculum**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q14				
Q15				

**Literacy, numeracy and ICT**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q16				
Q17				

**Achievement and diversity**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q18				
Q19				
Q20				

**Health and well-being**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q21				

**SKILLS**

**Planning**

<b>Standard</b>	<b>Working towards</b>	<b>Standard met</b>	<b>Standard met well</b>	<b>Standard met consistently well</b>
Q22				
Q23				
Q24				

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**Teaching**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q25				

**Assessing, monitoring and giving feedback**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q26				
Q27				
Q28				

**Reviewing teaching and learning.**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q29				

**Learning Environment.**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q30				
Q31				

**Team working and collaboration.**

Standard	Working towards	Standard met	Standard met well	Standard met consistently well
Q32				
Q33				