



The National Association of
School-Based Teacher Trainers

Training and Assessment Toolkit: A guide to accuracy in the assessment of trainees

This revised guidance includes a range of materials to support ITT providers in securing accuracy in the assessment of trainees. It includes resources to support tracking the progress of trainees and the pupils they teach over time, grade descriptors and overview of assessment processes and expectations for trainees. ITT partnerships may wish to adapt the materials to meet their particular needs. The most significant changes have been made to The Vision and to Sections 2, 4 and 6 as a direct result of feedback from a range of providers and a recent meeting of the original working group. The current Initial teacher education inspection handbook has also been checked to ensure that the following guidance continues to be fully compatible with current Ofsted inspections of ITE partnerships.

Third Edition, December 2017

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Please note: ITEIH is used throughout in place of *Initial teacher education inspection handbook*. words in italics are taken directly from the Handbook.

The Vision: Putting the pupil and the trainee at the heart of teacher education and training

(a model on which to develop or review your own vision for ITT)

Preparing trainees to become outstanding teachers through inspiring training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise

Partnerships should work with trainees from the point of interview in order to realise the trainees' potential in becoming good and outstanding teachers as seen through the lens of the progress that pupils make. All trainees are expected to make a positive contribution to pupils' learning from the beginning of their programme; through this the pupil, and expectations for learning and development, are central to the training programme. Trainees have the opportunity to train in a variety of exciting, challenging and innovative schools across a partnership, learning first-hand from experienced teachers and trainers. An holistic training programme puts the well-being of the trainees and the pupils they teach at its heart. The training programme should be seen as the first part of the teachers' professional development and partnerships should be committed to ensuring a smooth and successful transition to NQT induction.*

* Partnerships may wish to proactively support former trainees during the NQT year and beyond.

Ensuring that trainees have an even greater impact on pupil progress

This guidance provides a progression framework for all members of the partnership to actively use to evaluate the quality of trainees' teaching through its impact on pupil learning and progress. Additionally, it provides all members of the partnership with a shared understanding of the expectations required of trainees which, in turn, promotes greater consistency. The careful application of the assessment criteria (which follows in Sections 9 and 10) affords the opportunity to instil rigour and accuracy in the recording of trainees' progress towards becoming outstanding teachers. This guidance also outlines a range of resources needed to support both trainees and their tutors/mentors in recording progress and supporting achievement. This guidance is intended to:

- promote trainees' ability to articulate their progress via their impact on pupils' learning over time;
- promote a shared understanding of the expectations for trainees and for the impact of their teaching on pupil progress and learning over time;
- secure the accuracy and consistency of judgements;
- support the effective tracking of trainees' progress against the Teachers' Standards;
- promote a shared language for discussing the progress and professional development of trainees;
- promote the setting of challenging short and longer term developmental targets to support trainees' progress.

This guidance provides a framework for assessment. It has been written so that partnerships can adapt key elements, in line with the principles highlighted in Section 1 to suit the contexts in which they are working.

Roles and responsibilities at a glance

Partnerships should:

- exercise a duty of care for all of their trainees, their personalised training needs and their well-being;
- support trainees with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing;
- ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession;
- acknowledge the need to nurture the next generation of committed, resilient, high-quality teachers.

Trainees should:

- understand and take responsibility for the impact of their teaching on pupil progress and learning over time;
- utilise all aspects of their training, in school, in the centre and in independent study, to support their progress as reflective practitioners alongside their professional development towards becoming outstanding teachers.

School-based staff should:

- provide effective school-based training;
- support trainees so that they have a positive impact on pupil progress and learning from the outset;
- identify and address trainees' needs to support them in becoming good or outstanding NQTs.

Provider staff should:

- work with all members of the partnership to ensure that all trainees make good or better progress;
- utilise partnership data to inform training that impacts positively on trainee outcomes and the progress of the pupils they teach.

1. Assessing trainees: important considerations

- A. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of children/pupils/learners.* (ITEIH, Paragraph 128)
- B. When assessing the quality of primary and secondary trainees' teaching over time, reference should be made *to the Teachers' Standards in full* (ITEIH, Paragraph 129). The bulleted sub-headings should be used to:
- track progress against the Teachers' Standards;
 - determine areas for additional development;
 - identify strengths which indicate excellent practice;
 - enable the identification of aspects of, for example, outstanding practice for 'Good' (grade 2) trainees and good practice for trainees with 'Requires improvement' (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards.
- C. 'The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.' (Teachers' Standards, Paragraph 6)
- D. Trainees' teaching over time should be assessed holistically focusing on:
- the impact they have on the progress and learning over time of the pupils for which they are responsible;
 - the context and content of their teaching, over sequences of lessons;
 - **attainment against the Teachers' Standards should be judged through the impact on pupil progress over time and not through individual lessons.**

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.

- E. Assessment **must** be informed by evidenced, professional judgements which are accurate and rigorous.
- F. **It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets correlate with the grade descriptors for the grade being awarded. The interrelationship of the Teachers' Standards means that weaknesses in any one Standard are likely to impact on the progress that pupils make.**
- G. All trainees **must** be prepared in accordance with C2.2 of the 'ITT criteria supporting advice', February 2017: "Training must enable trainees to acquire the knowledge and skills they need to teach within the phase [**and full ability range**] for which they are training. Typically, primary training will take

place across the 3-7, 5-11, or 7-11 age ranges. For middle, training typically will take place across the 7-14 age range, and for secondary, training typically will take place across the 11-16, 11-18, or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years. ... Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges.”

Assessing trainees: key considerations summary

- Trainees should be assessed against the Teachers’ Standards in **full** (as a whole);
- Assessment must be informed by the full range of evidence **beyond teaching observations** - making the best use of trainees’ carefully collated evidence bundles;
- How well trainees teach should be assessed by the **impact on pupils’ progress and learning over time**: this needs to be embedded into all processes, including written/verbal feedback and partnership documentation;
- Progress “over time” raises the significance of ensuring **well-timed review points** throughout training;
- All grades, comments and targets should correlate based on the four point scale;
- Part 2 of the Teachers’ Standards should be judged as being of consistently high quality; safeguarding and knowledge of the Prevent Strategy need to be referenced;
- Any trainee assessed as ‘Requires improvement’ (grade 3) overall meets the minimum expectations of the Teachers’ Standards (i.e. the pass requirements for the award of QTS), and **should be recommended for QTS**;
- Robust evidence of accuracy: moderation and QA processes must be clearly articulated in partnership documentation.

2. Grading rationale

This grading rationale references the Ofsted criteria for judging the quality of outcomes for trainees as set out in the ITEIH. The words in italics are taken directly from the Handbook. The remaining text is presented as a practical interpretation of the criteria for individual trainee's assessment linked to the bulleted sub-headings for each Standard.

The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard. (Teachers' Standards, referenced ITEIH, paragraph 132)

It is **essential** that all involved in the assessment process, including trainees, fully understand and can explain how the relevant partnership assessment guidance and criteria are applied to ensure accuracy and consistency. It is also critical that those assessing trainees use their professional judgement when making and agreeing holistic, 'best fit' decisions focusing on the quality of the trainees' teaching overall.

Final judgements should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of the grading for each Standard to ensure direct correlation between all grades awarded, the quality of trainees' teaching overall and its impact on pupil progress.

All borderline cases must be reviewed taking into account all relevant evidence and with additional moderation as required.

Please note: The Ofsted criteria are as described in the ITEIH; inspectors follow a best fit descriptor for grades 1, 2 and 3 and an 'any one descriptor' for inadequate utilising their professional judgement. Providers must be aware that inspectors will only use the ITEIH and will not reference any other guidance that stakeholders, including NASBTT, may publish. In an inspection, Ofsted will focus on the consistency of the application of the assessment criteria being used across the partnership.

Outstanding (grade 1)

Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct.

For a trainee's final grading to be 1, pupil progress and learning over time must be **good or better than expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

As a rule of thumb:

- a minimum of five Standards graded 1 overall
or
four Standards graded 1 overall but other Standards would also require grade 1 features;
- all other Standards graded 2;
- no grade 3 or 4 for any Standard.

Good (grade 2)

Much of the quality of trainees' teaching over time is good; some is outstanding.

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct.

For a trainee's final grading to be 2, pupil progress and learning over time must be **at least as expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.*

As a rule of thumb:

- at least five Standards graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features;
- no grade 4 for any Standard.

* Careful consideration must be given where all of the trainee's teaching is grade 2 but he/she has few/no grade 1 aspects; he/she is likely to be grade 2 overall.

Requires improvement (grade 3)

The quality of trainees' teaching over time requires improvement as it is not yet good.

All primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.

For a trainee's final grading to be 3, pupil progress and learning over time is **not always as expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

As a rule of thumb:

- most Standards graded 3 overall;
- no grade 4 for any Standard.

A trainee can be judged to have exceed(ed) the minimum if he/she has evidenced features of good practice in some aspects of the Teachers' Standards with no grade 4s.

Any trainee in this category (grade 3) needs to be considered as a cause for concern as early as possible. As soon as a trainee deemed likely to attain a grade three final outcome is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term learner-focused developmental targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. The intervention to secure progress to grade 2 (good) may continue beyond the end of the initial training programme and into the NQT year. **Additional moderation and rigorous documentation are essential.**

Inadequate (grade 4)

The quality of trainees' teaching over time is weak – such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress

Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.*

* The words 'awarded QTS' which appear in the ITEIH have been removed in an attempt to avoid confusion.

As soon as a potential grade 4 trainee is identified, the provider's cause for concern procedures should be instigated. The relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term learner-focused targets for the trainee, should be agreed as part of the provider's cause for concern procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. **Additional moderation and rigorous documentation are essential.**

Reminder: the trainee must not be awarded QTS or progress to the NQT year.

3. Annual assessment process at a glance: an example

4. Expected outcomes and progress through training

A. Programme outcomes

To be awarded QTS, trainees must meet the minimum level of practice expected of teachers, as defined in the Teachers' Standards, by the end of their training.

It is the **expectation** of a training programme that:

- all trainees will attain at least Good (grade 2) and the majority will be Outstanding (grade 1);
- any trainee whose attainment is judged as Requires Improvement (grade 3) will, with the agreement of the school concerned and relevant partnership personnel, be given the opportunity to undertake targeted additional training including closely monitored teaching.

B. Assessing progress through training

- Trainees will be formally assessed at six half-termly review points leading to the assessment of the trainees' final attainment. Three of the six reviews are summative and likely to occur at the end of placements.
- From the outset, trainees will be assessed against the Teachers' Standards 'in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS' ('Teachers' Standards', Paragraph 6).
- At each formal review point, grades will be agreed for either the review point or for the final attainment.
- A single set of criteria is used across the whole training programme; it is to be expected that a significant number of trainees will, at the first review point, 'Require improvement' as they are at the beginning of their training and teaching. Trainees need to understand these expectations and the significant achievement they will have made in securing the minimum level of practice by the first review point. Tutors and mentors will need to identify what is needed to ensure progress between each review point through target setting and agreeing individual training plans.

The profile of the trainees will develop as follows:

By the end of the **first formal review** point, in the age phase they have taught:

- it is *anticipated* that all trainees will *meet the minimum level of practice expected*;
- for any trainees struggling to *meet the minimum level* at this stage, consideration should be given as to whether the provider's cause for concern procedure should be instigated or whether there is mentor/tutor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
- a significant number of trainees will 'Require improvement' through targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil progress over time is not always as expected. This is likely

as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;

- for some trainees, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for a small number of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the end of the **second formal review** point, in the age phase they have taught:

- it is *expected* that all trainees will *meet the minimum level of practice expected*;
- if any trainees are still struggling to *meet the minimum level*, they should be placed on the provider's cause for concern procedure if this has not already been actioned (see Section 8);
- a small number of trainees may 'Require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching *is not yet good* and the impact on pupil progress over time is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the majority of trainees, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for all other trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the **end of the programme**:

- it is expected that all trainees will *exceed the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS);
- when trainees are judged to Require Improvement (grade 3), with the agreement of the school concerned and relevant partnership personnel, trainees should be given the opportunity to undertake targeted additional training including closely monitored teaching;
- when trainees are judged that *much of their teaching over time is good; some is outstanding* (grade 2), the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school or setting;
- when trainees are judged that *teaching over time is outstanding and never less than consistently good* (grade 1), the pupils they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be

forwarded to the employing school or setting. The provider will offer ongoing support as appropriate to the context in which the partnership operates.

5. Accuracy in grading: the correlation of grades, progress, comments and targets

In assessing trainees, it is essential that the developing quality of trainees' teaching and how this is shown through their impact on pupil progress and learning over time is fully captured in both grades and comments. It is essential that there is a clear correlation across:

- the overall grade awarded;
- the grades awarded for individual Standards;
- related commentaries;
- appropriate developmental targets; *
- the tracking of progress.

At the formal weekly meeting, mentors and trainees need to take this correlation into consideration when completing the review of progress and assessment. When preparing reports at review points, it is important that partnership tutors and mentors, together with trainees, write and then scrutinise the reports to ensure that there is clear evidence of:

- pupil progress and learning over time informing the overall grade;
- the actual quality of the trainees' teaching over time informing the overall grade;
- the grading of individual Standards informing the overall grade;
- the comments and related targets* corresponding to the evidence and the overall grading;
- the accurate use of the grade descriptors and the language used therein;
- the interim and summative reports clearly building on the trainees' developing profile as evidenced in the above and through tracking.

* See Section 7 for further guidance.

6. Guidance for the weekly meetings: reviewing progress and assessment

On a weekly basis whilst in school, trainees must be observed teaching and have a formal weekly review meeting with their mentor and, as appropriate, their partnership tutor at review points. This will feature discussion about the trainees' and pupils' well-being and be a celebration of successes and classroom highlights based on fostering pupil curiosity and the love of learning. **Trainees must bring evidence of their progress and the progress and learning of the pupils they teach for discussion and review.**

The following need to be considered when evaluating the quality of trainees' teaching over time and its impact:

- the context and content of the sessions/lessons; where they fit within a sequence of lessons;
- the contribution of trainees' teaching to the learning of the pupils and the progress they make over time:
 - **good or better than expected pupil progress over time** = grade 1;
 - **at least expected pupil progress over time** = grade 2;
 - **pupil progress over time is not always as expected** = grade 3;
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the trainees' marking, the trainees' assessment records and annotated planning; trainees' strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how they can improve. It is critical to avoid an atomistic approach. Discussions should focus on the quality of the trainees' teaching and its impact on pupils' progress and learning over time. The features/aspects of the trainees' teaching which supports this progress or which needs to be developed to support further progress will, in turn, inform the assessment against each of the Teachers' Standards.

Each weekly meeting should also include:

- monitoring of impact and progress;
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by the trainee and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose and, as appropriate, subject specific. Targets should be written using the language of the Standards and grade descriptors (see Section 7 for further guidance);
- identifying evidence of progress;
- agreeing and recording related training and actions;
- agreeing and recording the impact of the training on the trainees' teaching and, consequently, on pupil progress and learning over time.

From observing to reporting

The diagram below sets out the process of assessing and **supporting** trainees' progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, and the impact of trainees' teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and summative reports. Trainees, mentors and partnership tutors all have significant roles.

7. Target setting and achieving targets

Central to the trainees' progress is the accurate identification and achievement of learner-focused developmental targets.

Developmental targets need to be agreed and:

- specifically address improving the quality of the trainees' teaching and pupils' learning over time;
- include clear statements of:
 - what the trainee needs to do to improve and make progress;
 - what support is required to help trainees achieve the target (this could include co-planning, team teaching, etc.);
 - a workable time frame;
- have success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour, etc., and the quality of the trainees' teaching;
- be numbered with the relevant Teachers' Standards (or sub-headings thereof).

Targets for trainees can arise from:

- lesson observations, evidence of pupils' progress and learning, and weekly review meetings: short term and more immediate targets;
- interim and formal/summative review points: longer term targets;
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

Targets should be recorded with reference to the well-established SMART guidance below.

Targets	<p>Specific (precise), Measurable, Achievable, Realistic and Time-constrained targets will enable the trainee to:</p> <ul style="list-style-type: none"> • build on his/her identified strengths; • support his/her impact on pupil progress and learning over time; • achieve the Teachers' Standards. <p>Targets should be subject-specific where appropriate. Targets should be written using the language of the Teachers' Standards and the grade descriptors.</p>
Success criteria	What will be demonstrated and how when the target is achieved? What will the difference be in terms of pupil learning or progress?
Target specific training and actions	<p>Actions that the trainee and others need to take in order for the trainee to achieve the target. Actions must be realistic and achievable within the resources available. Consideration must be given to the level of available support.</p>
Resources	Resources required to support the trainee, including the time that will be allocated for development opportunities. For example, teacher modelling, focussed observations, visits/targeted support from lead practitioners, etc.
Target dates	<p>Target dates for achieving the target which are realistic and manageable. Target dates can relate to the trainee's current school, an alternative school placement or, possibly, the employing school (or setting) for NQT induction depending on the timing of the target.</p>
Review of dates	When progress will next be evaluated; this is usually the date of the next weekly review meeting.

Useful reminder when setting targets

Specific (precise)	Be clear about what you want the trainee to achieve and why; for example, impact on pupil progress and learning over time, subject knowledge development, etc. (linked to the relevant Teachers' Standards and grade descriptors).
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement.

8. Cause for concern procedure

A cause for concern is intended to be a developmental and supportive process.

A cause for concern will be issued when:

- the trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching);
- a trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct).
- the trainee has not received the necessary support from the placement school at which point the partnership will intervene.

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards referencing the grade descriptors.

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring.

Targets

- Targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.
- Targets will require agreed actions for both the trainee and all those working with him/her in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues, the grades given and the targets set.

A suggested typical cause for concern process is shown on the next page. The three parts of the cause for concern procedure should include a statement of concern, targets for improvement and related training and actions.

Cause for concern process

Step 1	<ul style="list-style-type: none"> • At the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that he/she listens respectfully to the trainee to gain a full understanding of his/her perceptions. • Partnership tutor informed which potentially triggers an additional visit. • At the weekly progress and review meeting: review and agree targets which are focused explicitly on areas for improvement, with a timescale of two weeks to the review point, and agree actions and success criteria. • There should be a maximum of three targets. • The trainee is informed of the cause for concern and the issues that must be addressed. • The concerns, targets and actions for the trainee, mentor and partnership tutor are recorded.
Step 2	<ul style="list-style-type: none"> • Review targets using the full range of evidence. • If sufficient progress has been made by the trainee, normal training routines continue. • If insufficient progress has been made, proceed to Step 3.
Step 3	<ul style="list-style-type: none"> • Programme leadership informed. • Joint observation and review meeting with the mentor and partnership tutor. • Partnership tutor moderates the evidence with the mentor to confirm whether there is a need for an ongoing cause for concern. If so, a formal meeting with the partnership tutor, mentor and trainee takes place to agree the cause for concern and set revised targets. • A period of two to four weeks is set for the trainee to focus on the cause for concern targets. • Explicit actions for the trainee, mentor and partnership tutor are agreed as part of the cause for concern action plan. • All observations and meetings should focus on the cause for concern targets. • Partnership tutor provides a copy of the targets and related training plan which is centrally logged with the provider.
Step 4	<ul style="list-style-type: none"> • Formal review of targets, using the full range of evidence, by the trainee, mentor and partnership tutor. • There are three possible outcomes from the formal review: <ol style="list-style-type: none"> i). if sufficient progress has been made, the cause for concern ends and the normal training routines continue; ii). If limited progress has been made, the partnership tutor, mentor and trainee review the issues, revise the targets and the cause for concern is extended; iii). if none of the targets have been met and progress has not been made, the trainee fails the placement. Proceed to Step 5.
Step 5	<ul style="list-style-type: none"> • The placement is terminated immediately subject to partnership protocols for the different training routes. • The trainee meets with his/her tutor(s) and the appropriate record re a failed cause for concern is completed. • The trainee is informed of his/her right of appeal (resit). • An exit interview record is completed if the trainee declines the right of appeal (resit). • A formal letter is sent to the trainee with a copy to the partnership tutor. • A de-brief meeting takes place with the relevant school personnel, leading to a report of arising issues and actions.

Step 6	<ul style="list-style-type: none">• The final decision is confirmed by the recommending board.
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9. Teachers' Standards, Part One: Teaching grade descriptors – guidance notes

The quality of trainees' teaching over time will be judged by the impact on the progress and learning of pupils. **Trainees' teaching needs to be assessed holistically through consideration of all aspects of their teaching overall with full reference to the Teachers' Standards.**

The Teachers' Standards and the sub-headings have been set out with grade descriptors which reference closely the Ofsted criteria for assessing outcomes for trainees in the ITEIH.

The grade descriptors have an essential role in ensuring and monitoring the accuracy and consistency of judgements of trainees' progress, achievement and final attainment, and provide a shared language to discuss trainees' progress through their training programme and into their NQT year.

The grade descriptors are intended to enable trainees and their mentors to:

- discuss and track the trainees' progress over time against the Teachers' Standards and their sub-headings at weekly meetings;
- adhere to the language for target setting (see Section 7 for further guidance);
- make informed judgements at review points;
- secure accurate formative and summative assessment at review points when mapping progress against all of the Teachers' Standards;
- support the rigorous use of evidence;
- provide a formal mechanism for recording trainees' progress.

Using the grade descriptors

Weekly meetings should:

- identify evidence of pupil progress and learning over time using the full range of evidence, including lesson observations;
- discuss what differences the trainees' teaching has made and why;
- identify areas of strength and areas for development for the trainees;
- map trainees' progress to the Teachers' Standards and the grade descriptors;
- review and identify short and longer term developmental targets to improve the quality of the trainees' teaching and the impact they have on pupils' progress and learning over time.

Trainees should bring evidence of their progress and of their impact on pupils' progress and learning for discussion and review at these meetings.

Interim, half-term, review points should:

- review and record overall progress against the Teachers' Standards and grade descriptors in full;
- identify achievement and set targets.

Review points (end of placement) should:

- review and record overall progress against the Teachers' Standards and grade descriptors in full;
- identify achievement and set targets.

End of programme should:

- support the identification of strengths and areas for development in order to ensure a smooth transition from the training programme into the NQT year and induction.

10. Teachers' Standards, Part One: Teaching grade descriptors

Please note: Words in italics are directly from the ITEIH; column headings reproduce the overall outcome criterion.

1. 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.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A establish a safe and stimulating environment for pupils, rooted in mutual respect	Consistently uses innovative strategies to establish a safe and stimulating environment	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.	

	<p>ment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.</p>			
<p>B set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p>	<ul style="list-style-type: none"> • Consistently sets goals that stretch, challenge and motivate pupils. • use effective strategies to support the learning and progress of underperforming groups. 	<ul style="list-style-type: none"> • Sets goals that stretch, challenge and motivate pupils. • use strategies to support the learning and progress of underperforming groups. 	<p>Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>	<p>Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>

<p>C demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>
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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.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A be accountable for pupils' attainment, progress and outcomes	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.	
B be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	• Has a detailed	• Has a good understanding of the pupils' capabilities and their prior	Is aware of pupils' capabilities and their	Is unable to demonstrate an awareness of pupils'	

<p>Standard sub-headings</p>	<p>Outstanding (1):</p> <p><i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i></p>	<p>Good (2):</p> <p><i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i></p>		<p>Requires improve ment (3)</p> <p>-meeting the Standard:</p> <p><i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i></p> <p>Trainees need targeted advice to be good.</p>	<p>Inadequate (4):</p> <p><i>Trainees fail to meet the minimum level of practice.</i></p>	
		<p>d understanding of the pupils' capabilities and their prior knowledge.</p> <ul style="list-style-type: none"> • <i>demonstrate through their planning and teaching</i> 	<p>knowledge.</p> <ul style="list-style-type: none"> • <i>assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.</i> 	<p>prior knowledge, and plans teaching to build on these.</p>	<p>capabilities and their prior knowledge, and is unable to plan teaching to build on these.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
	<i>that their pupils, including those who are disabled and those who have special educational needs, make good progress</i>				

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C guide pupils to reflect on the progress they have made and their emerging needs	SS. Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
	they need to do to improve.				
D demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
E encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.	

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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)
- if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>A have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p>		<ul style="list-style-type: none"> Consistently teach exceptionally well, demonstrating: <ul style="list-style-type: none"> - strong subject and curriculum knowledge; - phase expertise. Is confident 	<ul style="list-style-type: none"> <i>teach well, demonstrating:</i> <ul style="list-style-type: none"> - good subject and curriculum knowledge; - phase expertise. Works within the current and new curriculum arrangements. Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest. 	<p>Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.</p>	<p>Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.</p>

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
B demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. Consistently and 	<ul style="list-style-type: none"> Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship. 	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improve ment (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>C demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p>	<ul style="list-style-type: none"> Consistently demonstrates a thorough understanding of how to teach reading, writing, communication ... effectively to enhance 	<ul style="list-style-type: none"> Demonstrates a good understanding of how to <i>develop the reading, writing, communication ... skills of the pupils they teach.</i> Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist subject. 	<p>Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.</p>	<p>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>D if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)</p>	<ul style="list-style-type: none"> • Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently</i> 	<ul style="list-style-type: none"> • Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> so that pupils make at least expected progress. • Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading. 	<p>Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	<p>Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>E if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)</p> <p>* The current 'ITEIH' frequently replaces 'early' with 'primary'.</p>	<ul style="list-style-type: none"> • Trainee can teach <i>primary mathematics</i> ... <i>confidently and competently</i> so that pupils make good or better than expected 	<ul style="list-style-type: none"> • Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress. • Demonstrates a good understanding of strategies for the teaching of early mathematics. 	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.	

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A impart knowledge and develop understanding through effective use of lesson time	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
B promote a love of learning and children's intellectual curiosity	Consistently and effectively promotes a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Is unable to promote a love of learning and children's intellectual curiosity.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
D reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to 	<ul style="list-style-type: none"> Is systematically able to reflect in order to improve their practice. Is able to judge the effectiveness of their lessons and impact on all groups of pupils. 	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
E contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when and how to differentiate appropriately.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>B have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p>	<p><i>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i></p>	<p><i>Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i></p>	<p>Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p>	<p>Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils'	Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>D have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<ul style="list-style-type: none"> Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils 	<ul style="list-style-type: none"> Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i> Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. 	<p>Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.</p>	

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<i>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ...</i>	<i>examine</i> <i>Assess pupils' achievement</i> in the relevant subject and curriculum areas, including statutory assessment requirements.	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
B make use of formative and summative assessment to secure pupils' progress	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over	Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and 	<ul style="list-style-type: none"> Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. 	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improve ment (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
D give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond 	<ul style="list-style-type: none"> Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. 		Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>A have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy</p>	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> • takes responsibility for and has <i>the knowledge, understanding and skills to promote and</i> 	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> • takes responsibility for and is able to <i>promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment; • encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; • is able to <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i> 	<p>Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</p>	<p>Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
B have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	<ul style="list-style-type: none"> Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline 	<ul style="list-style-type: none"> Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies. 	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
D maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.	

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
A make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
B develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<ul style="list-style-type: none"> Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate 	<ul style="list-style-type: none"> Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. 	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
C deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.	Is able to deploy support staff effectively.	Is unable to deploy support staff.	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improve ment (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
<p>D take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p>	<ul style="list-style-type: none"> • Is consistently proactive in taking full responsibility for improving their own teaching through professional development. • Effecti 	<ul style="list-style-type: none"> • Takes responsibility for improving their own teaching through professional development. • Respects and responds to the advice and guidance offered by colleagues. 	<p>Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p>	<p>Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.</p>	

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> Trainees need targeted advice to be good.	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>	
E communicate effectively with parents with regard to pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.	

11. Teachers' Standards, Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. (Teachers' Standards, Part Two: Personal and professional conduct)

Part Two of the Teachers' Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures. A typical partnership approach is detailed below.

Interview	Personal and professional conduct should be included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective trainees are required to sign an agreement/contract agreeing to adhere to high standards of personal and professional conduct.
Induction	The requirements for Part Two of the Teachers' Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers.
At the start of a new placement	Trainees must familiarise themselves with the individual school's code of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them.
At each review point	The trainees' ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set.
At any time	Should issues arise in relation to the appropriateness of the trainees' conduct, action will be taken which may lead to a cause for concern procedure being instigated.

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees' conduct. Partnerships will address these as part of their regular reviews of trainee progress and conduct. **If any concerns arise, then the cause for concern procedure should be instigated.**

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
i	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> ● treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ● having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions ● showing tolerance of and respect for the rights of others ● not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ● ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	<ul style="list-style-type: none"> ● Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? ● Does the trainee develop appropriate professional relationships with colleagues and pupils? ● Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? * ● Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? * ● Does the trainee understand the challenges of teaching in modern British schools? ** ● Is the trainee aware of the Prevent Strategy and its implications? *** ● Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? ** ● Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media? 	

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
li	Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<ul style="list-style-type: none"> • The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. • The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The trainee is punctual for school, lessons, meetings, etc. • The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The trainee's language and dress are highly professional and in line with school policy. 	<ul style="list-style-type: none"> • Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? • Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? • Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits? 	

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
lii	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> • The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> • Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? • Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern? 	

* Keeping Children Safe In Education (DfE September 2016)

** Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

*** Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Appendix 1: Summary of changes for Third Edition

Page	Change	Significance
The Vision: Putting the pupil and the trainee at the heart of teacher education and training		
3	Changes to The Vision designed to secure greater clarity for users of the Toolkit	major
1. Assessing trainees: important considerations		
5	A and B: References to the relevant paragraphs in the ITE Inspection Handbook have been corrected	significant
5	D: Final bullet point – revised to reinforce the holistic nature of the evidence required to inform assessment	significant
6	G: Acknowledgement of the most up-to-date ITT Criteria and Guidance (February 2017) - no significant changes	minor
2. Grading rationale		
7	Paragraph 2: Reference to the relevant paragraph in the ITE Inspection Handbook have been corrected	significant
	Textual changes to paragraphs 3 and 4 to emphasise the holistic basis of assessment and the strongest possible correlation between the Teachers' Standards and the impact of trainees' teaching on pupil learning and progress	significant
8-9	Textual changes with the same intention as on page 7	significant
3. Annual assessment process at a glance: an example		
11	Revisions to secure greater clarity in the weekly and half-termly assessment descriptions	significant
4. Expected outcomes and progress through training		
12	A: Rewritten to emphasise the distinction between what constitutes acceptable minimum levels of practice and the expectations/aspirations of ITT provider.	major
13	'By the end of the programme ...': Textual changes to secure greater clarity around the distinctions between grade 3, grade 2 and grade 1 trainees in relation to impact on pupil progress and learning over time	significant
5. Accuracy in grading: the correlation of grades, progress, comments and targets		
14	Replacement of the word 'alignment' with the word 'correlation'; this change has happened throughout the Toolkit	significant
6. Guidance for weekly meetings: reviewing progress and assessment		
15	First paragraph: Replacement of the word 'appraisal' with the word 'review' which is more in keeping with the context of training	significant
	Changes to the text in paragraph 2 – especially bullet points 2 and 3 to further clarify the impact on pupil progress expected at grade 3, 2 and 1 levels	significant
7. Target setting and achieving targets		
17	Textual changes to promote target setting which is 'learner-focused' – a phrase that has been included elsewhere in the guidance	significant
8. Cause for concern procedure		
19	Replacement of the word 'alignment' with the word 'correlation'	significant
11. Teachers' Standards, Part Two: Personal and professional conduct		
39	Inclusion of reference to Keeping Children Safe in Education (DfE September 2016)	significant
Acknowledgements		
41	Addition of information about the Third Edition to the Acknowledgements page	minor

Acknowledgements

The 'Training and Assessment Toolkit: A guide to accuracy in the assessment of trainees' has been developed by representatives of NASBTT working with Bea Noble-Rogers. It builds on the UCET and NASBTT document of 2012, 'Working with the Teachers' Standards in Initial Teacher Education: Guidance to support assessment for Qualified Teacher Status (QTS)'.

Work started on the development of the Toolkit, including the guidance and descriptors, in June 2014 with the London Diocesan Board for Schools (LDBS) SCITT, working with Bea Noble-Rogers; it evolved through the contributions of a number of HEI and school-based providers as they adopted the approach in their training and assessment. These providers included:

- Bath Spa University;
- Durham University;
- Ninestiles ITT Consortium & BPTP;
- Shotton Hall SCITT;
- St Mary's University, Twickenham;
- The University of Warwick;
- University of Hull;
- University of Leeds;
- University of St Mark & St John, Plymouth.

Representatives from the following providers have contributed to the development process of this Toolkit since its inception:

- Devon Primary SCITT;
- North East Partnership SCITT;
- SAF Initial Teacher Training (formerly The Pilgrim Partnership)
- South Birmingham SCITT (formerly Ninestiles ITT Consortium & BPTP);
- Teaching London: LDBS SCITT (formerly London Diocesan Board for Schools (LDBS) SCITT);
- Two Mile Ash Initial Teacher Training Partnership;
- University of Cumbria;
- University of Greenwich.

Third Edition: this has been produced as a result of feedback (from both HEI and school-based providers) during the 2016-2017 academic year culminating in a review meeting attended by many members of the original working party.

UCET representatives have seen and commented on working drafts and are pleased to acknowledge the value of this Toolkit. UCET is grateful to NASBTT for agreeing that it can be circulated amongst UCET members.

NASBTT welcomes feedback from the sector regarding the usefulness of this document – please direct these, in the first instance, to office@nasbtt.org.uk.