 EXAMPLE

Teachers’ Standards Evidence Form

The ECT is to update the form prior to the progress review meeting and formal assessment meeting (between induction tutor and ECT). This should take the form of brief examples with evidence to show that they are making progress towards meeting each of the Teachers’ Standards. The source of the evidence should be indicated in the second column e.g. lesson observation 16/10/21. You may wish to use the following codes:

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| **AR** | Assessment Records | **M** | Meetings with staff |
| **CP** | Contact with Parents | **MN** | Meeting notes |
| **CPD** | Professional Development | **P** | Planning |
| **D** | Discussions | **PA** | Professional Attitude |
| **ECF** | Early Career Framework | **PRM** | Progress Review Meeting notes |
| **E** | Evaluations | **PW** | Pupils’ Work |
| **F** | Feedback | **SR** | Self-Review |
| **LO** | Lesson Observation | **TE** | Teaching Environment |

**Key**

Evidence from Year 1 autumn term

Evidence from Year 1 spring term

Evidence from Year 1 summer term

Evidence from Year 2 autumn term

Evidence from Year 2 spring term

Evidence from Year 2 summer term

## Part One - Teaching

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| 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
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term CP – Using a positive reward system to congratulate the ‘hard workers & best question askers of the day’, used for KS3. M – Meeting with staff within and outside the department to share the best practice on how to continue to challenge students, as well as regional meeting with other neighbouring schools to gain best practice techniques.Evidence from Year 1 spring term D & E & CPD – Multiple discussions and evaluations on how to challenge pupils with members of staff (within and outside the department) to share best practice ideas. F - Feedback from a drop-in stated ‘there was some struggle for students due to the challenging work.’ LO The positive values, attitudes and behaviour of students are reflected in their reward of green cards or the enforcement of the behaviour policy.Evidence from Year 1 summer term PA & LO – Own PA encourages students to work hard and challenge themselves whenever possible. Not just within my subject but throughout whole school life. P - Homework - extension sections to push and challenge HPA students.Evidence from Year 2 autumn termLO Mutual respect which is being engrained through the upkeep of school rules via the school behaviour policy as well as positive reinforcement of expectations during lessons. ECF discussion about behaviourTE - I have created a stimulating and safe environment through the use of a variety of activities in lessons and reassuring students that they can come and talk to me about any issues surrounding school or school life Evidence from Year 2 spring termP - Setting goals for students has varied from individual goals for students (year 11 - 2 students) as well as whole class goals to push students forward. PA & D – I have maintained a positive attitude and value for learning through my own behaviour and teaching in the classroom, and used the behaviour management system if they were not met. Evidence from Year 2 summer term Detentions have been set consistently over the year for lack of homework or behaviour and lateness to reinforce standards. ECF - discussion about stretch and challenge. | Discussed MN on 28.9.20, LO 8.10.20MN 16.11.20 Department meeting 12.1.21, staff INSET 5.1.21 Drop-in 21.1.21 LO 25.2.21 LO 12.5.21 Assembly delivered 1.7.21 Show my Homework e.g. year 10 11.5.21LOs 23.9.21 & 23.11.21 MN 16.9.21 E.g. Y7 student asked to discuss changing the seating plan due to distractions from a student nearby – seating plan 29.9.21. M with HOD 5.1.22E.g. a year 11 student asked for extra tutorials after school, they were given under the understanding that the student’s behaviour would consistently improve in lessons – 7.1.22 School detention records 2021-22 MN 8.6.22 |

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| 1. **Promote good progress an 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
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term PW – Every student book has class rules at the front, to encourage students to take responsibility for their own work and improve their attitude to work.F – Using feedback from end of unit test to identify areas for development. The next lesson was planned to incorporate DIRT work from the test, with questions for each individual student to guide them to make improvements.AR – Year 11 mock exam papers – I recorded each student’s mark per question so that I focus on where re-teaching is needed. Evidence from Year 1 spring termP & LO I have introduced regular knowledge recall quizzes at the start of lessons to keep refreshing prior knowledge and help with recall. P - Following KS5 test, essay skills were planned into a sequence of lessons, as it was identified as an area to improve for most students in the class. PW – Year 8 students were asked to think of their own www and ebi comments, to help them reflect on their own work. Evidence from Year 1 summer term P - I have created some video explanations, available to students, which have detailed explanations of topics that cause confusion – for KS4 and KS5 revision. F - I have used feedback from homework, end of topic tests and exam questions (across KS3, 4 & 5) to plan lessons to the student’s current understanding. Evidence from Year 2 autumn termP & LO whole class feedback on written work identified as a strength in LO.CPD & SR & LO – Whole school CPD on teaching and learning helped me to understand how pupils learn best. I have amended my lesson structure in current planning to: 1. prepare for learning, regular recall; 2. new learning – clear explanation; 3. learning activity – modelling and focused practice; 4. review learning. Evidence from Year 2 spring termP - I have written tasks for year 11 revision as part of the Get Ahead Programme (GAP), including some multiple-choice quizzes. SR & AR- I have run after school clinics for year 11 students to help with revision, focussing on topics identified as needing further work from mock exams. Evidence from Year 2 summer term CP - Year 7 PTC included giving individual targets for how to improve.AR & PW Using a ‘test, therapy, test’ approach to a year 10 end of topic test led to 60% of the students maintaining their grade or improving their grade on their test. P - In order to be aware of pupil’s capabilities and prior knowledge of different areas, starter activities e.g. mind maps used to indicate what students already know on a topic.  | See inside cover of any KS3 bookYear 9 booksMarking spreadsheetYear 10 planning and LO 20.1.21KS5 planning Year 8 books Videos on departmental shared areaE.g. year 7 homework, year 12 mock exam feedback lessons LO 23.11.21P & LO 23.9.21GAP booklet Revision sessions Mondays after school – registers and resources Year 7 PTC Assessment records and year 10 pupil books Year 7 books |

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| 1. **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
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn termLO – subject knowledge identified as a strength. PW - Promoting high standards of English through re-spelling misspelt words after assessments, and green pen checking their own work. CPD – Online CPD session with exam board completed on GCSE specification. M & MN – I fed back to department about GCSE specification at a department meeting. Evidence from Year 1 spring term PRM – subject knowledge identified as strength in progress review meeting and form. F – Drop-in feedback stated: ‘I observed a clear explanation of the covalent bonds and you demonstrated good subject knowledge in responding to pupils’ questions.  You stressed the use of subject terminology on your slide.’ Evidence from Year 1 summer term PW - High levels of literacy and articulacy shown in KS4 and 5 end of unit assessments with emphasis on misspelt words being corrected. CPD – I am updating my own subject knowledge through reading of journals and articles. Scheme of Work and resources subsequently updated.Evidence from Year 2 autumn termECF – discussion about subject knowledge of topic I am not as secure on.P – Using up to date case studies to demonstrate secure, relevant subject knowledge and to try and foster pupils’ interest.Evidence from Year 2 spring term PW – books are marked with a focus on literacy. Ebis include correcting literacy errors e.g. spelling and grammar and time class given to making corrections. PW - Addressing misunderstandings, through questioning and D.I.R.T feedback sessions.Evidence from Year 2 summer term LO - Articulacy praised when correct in the lesson and sensitively corrected if wrong during class discussions. P & LO – Year 8 lesson included common misconceptions about the topic.  | LO 19.11.20 E.g. Year 9 booksCPD 12.11.20MN 26.11.20 PR2 Drop-in 2.3.21 Year 10 assessments June 2021 E.g. Year 7 Kenya SOW & resources M 20.9.21 Year 10 case study 12.10.21, Year 9 Migrant crisis 22.11.21E.g. year 8 books E.g. year 7 books- 12.3.22 LO 13.5.22 LO 13.5.22 |

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| 1. **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)
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term PRM – Reflective discussion at meeting about effectiveness of my lessons.CP – Phone calls to parents about missing homework and ensuring that all students complete it. PA, D – homework set weekly for all classes taught. Homework discussed with induction tutor to ensure that it is effective in consolidating knowledge. Evidence from Year 1 spring term ECF - discussions about use of lesson time. LO – lesson observation stated that ‘Not a minute of the lesson was wasted and students were actively learning and practising throughout. Good use of the model to promote good outcomes.’ P – I contributed a set of ‘Do it Now’ activities for the starts of lessons for year 9. Evidence from Year 1 summer term F, P, SR - Sparking curiosity and a love for learning through engaging classroom activities e.g. year 11 debate. SR, PA, P - Following evaluations of lessons, I have made changes to my lessons based on student feedback, assessments and my own professional opinion. P & D - updating of the year 8 Scheme of Work, including new resources to ensure curriculum is engaging. F – To aid consolidation of difficult topics, I have made some video explanations. Colleagues feedback included: “I like the videos - they give you an opportunity to give a clear explanation to aid understanding.” (CH); “The videos are well-sequenced with clear explanations. The pace is well-judged allowing pupils to work alongside the video at the same time. Tone is calm and reassuring for pupils.” (JS)Evidence from Year 2 autumn termCPD, SR - Whole school CPD on teaching and learning helped me to understand how to best use lesson time. I have amended my lesson structure in current planning to: 1. prepare for learning, regular recall and MCQs; 2. new learning – clear explanation; 3. learning activity – modelling and focused practice; 4. review learning. PRM – progress review highlights my lesson evaluations and reflections as a strength and how I always strive to improve. TE, P, LO – I have started using a new visualiser in lessons, which has helped to improve effective use of lesson time. Evidence from Year 2 spring termECF – discussion with mentor about effective lesson reflections. F – Drop-in notes stated that I used ‘Effective memory recall strategies at the start of the lesson allowed students to quickly understand the new material.’P - Using investigation and enquiry learning promotes individual work from students and sparks curiosity in the subject. Evidence from Year 2 summer term SR, D, M, LO - self-review and lesson evaluations, with subsequent discussion at department meetings has led to a more effective use of every minute within the classroom. E.g. green pen checking right at the start of lessons, introduction of strong silence. P I - contributed to the rewriting and updating of the year 11 revision programme for next year.  | PR 14.12.20 School phone call log November 202012.11.20, & Show My Homework records Autumn term 2020 M 26.1.21 LO 20.1.21 Year 9 lesson powerpoints P Year 11 lesson 11.6.21 E.g. year 7, where I have two groups, after teaching the first group, I amended the lesson to make it more effective for the second group P year 7 17 & 24 May 2021 Year 8 SOW VideosEmails from colleagues P & LO – year 8 - 3.11.22 PR3 Year 10 lessons, LO 23.9.21MN 13.1.22 Drop-in year 10 – 10.1.22 Year 8 Crime Investigation project 10.2.22 D - department meetings term 5,LO - 17.6.22 New year 11 revision programme for 2022-23 |

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| 1. **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 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
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term ECF – mentor meetings focussed on effective differentiation. SR - Using SEN Profiles and data I have created more strategic seating plans as I can more easily identify students that need support, PPG students, LPA and HPA. CPD on meeting the needs of children with EAL. Evidence from Year 1 spring term M – I met with SENCo to discuss individual pupils and strategies that would help them. CP, M, D – Meeting with parents of year 9 student (MT) and discussions with HOD, I have become more aware of the different strategies that can help the individual child. It has helped with a deeper understanding of how to help SEN and EAL students. P – Increased use of the visualiser to model live writing of longer mark answers – so that all students can see what a good outcome would be at different grades. Evidence from Year 1 summer termLO – lesson observation states: ‘Clear differentiation for LPA students. The writing frame was very supportive and allowed those students to access the task quickly.’D - Through discussions with my HOD and a TA, I have amended seating plans in response to a clearer understanding of the needs of pupils. I have also taken on board advice from the TA and have been using some strategies to engage and support them, e.g. more frequent checks on learners who need the support due to SEN needs – KS3. Evidence from Year 2 autumn termECF – mentor meeting discussions about differentiation. SR, M with the SENCO coordinator, I am using various differentiation methods to get the best out of my students. Evidence from Year 2 spring termPRM – Differentiation was highlighted as a strength at progress review meeting.CPD – autism training helped with a deeper understanding of factors which can inhibit learning and how to overcome them. Evidence from Year 2 summer term CP, M – a safe guarding issue has highlighted my understanding of the social, physical and intellectual needs for that individual student.P – I have modified some resources for year 10 and 11 students to make them more accessible, including models at different grade levels.  | M 24.11.20 Seating plansCPD 2.11.20 M 29.1.21M meeting with parents 22.1.21, discussion with HOD 22.1.21 Lesson plans for KS4 January and February 2021 LO 12.5.21 Discussion with TA and HOD 10.5.21, KS3 seating plans M 4.10.21 E.g. use of checklists – Y7 student (PD) and providing both ‘pressure on’ and ‘pressure off’ time for year 10 student (AJ) PR4CPD 20.1.22 Emails to tutor – 11.5.21 & 14.5.21 Resources – Biomes topic |

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| 1. **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
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence:Evidence from Year 1 autumn term CPD – Exam board training on the GCSE specification. AR – year 11 mock exam marking and moderation session in the department. I recorded each student’s mark per question so that I could see where re-teaching was needed. P – I have used different assessment for learning techniques to ensure that students are making progress and to give feedback. Evidence from Year 1 spring term ECF – mentor discussion about assessment.AR – year 13 mock exam marking and moderation session. P – After year 13 mock exams, I planned lessons to address gaps highlighted in the data.PW – KS3 and 4 exercise books show regular marking of work, with www and ebi comments. Student’s response to marking also shown. Evidence from Year 1 summer term AR – year 12 mock exams – marking and moderation session. P, PW – I created model answers and provided feedback on year 12 mock exams.P – I have experimented with planning backwards, based on the assessment to ensure that I teach all the material required and there is a clear emphasis on key skills. This led to better outcomes in the year 8 assessment. Evidence from Year 2 autumn termLO – lesson observation states: ‘An effective starter activity, requiring students to read feedback and make improvements to their writing.’ PRM – progress review mentions regular marking and feedback as a strength. M, P – department meeting – we moderated year 11 writing and joint planned a feedback lesson with a model answer. This helped me to improve my judgements against the exam criteria. Evidence from Year 2 spring termCPD – Exam board training on A Level specification. ECF – mentor discussion on formative and summative assessment. P - Questioning of year 7 students at the end of the lesson made me aware that there are still some misconceptions. I revised my planned next lesson to cover the topic in a slightly different way. Evidence from Year 2 summer term LO – Lesson observation feedback states: ‘You were circulating well during the writing activity and giving lots of verbal feedback so that students could make immediate improvements.’ | CPD 20.10.20M 2.12.20 Year 11 marking spreadsheet E.g. Mini whiteboard activity year 7 5.10.20M 12.3.21M 14.1.21 Lessons w/b 18.1.21 Any KS3 or 4 exercise bookM 18.6.21 Lesson 22.6.21 Year 8 planning and assessment for term 6 LO 23.9.21 PR3 M 9.11.21CPD 12.3.22M 14.3.22 P year 7 w/b 7.3.22 LO 13.5.22 |

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| 1. **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 both in classrooms and around the schools, 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, exercise appropriate authority, and act decisively when necessary
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term ECF – mentor meeting about behaviour. F, CP - praise and sanction strategies implemented e.g. positive phone calls home, green cards for a positive contribution in class, positive postcards as well as the school’s two strike policy, after school detentions and negative phones calls home. CPD – Sue Cowley behaviour management course. I also read her book *Getting the Buggars to Behave*.Evidence from Year 1 spring term CPD – online behaviour management course.F – Feedback from a drop-in to tutor time states: ‘It was great to see you reinforcing the school behaviour policy in a clear way.’ M – I observed a class I teach in a different subject, with a focus on behaviour. Very useful and discussion with the teacher enabled me to take away some strategies to try with the class.Evidence from Year 1 summer term M & D – I attended a round table discussion with colleagues to discuss 2 year 8 students who are causing concern across the school. Strategies discussed.ECF – mentor meeting to discuss behaviour.PW Routines and rules were set out at the start of the year and have been reinforced throughout the year. LO – LO states: ‘You have clearly worked hard to establish routines and this is paying off – the class were more settled and got to work quickly. Well done.’ Evidence from Year 2 autumn termM – Mentor coaching session on behaviour management techniques. SR – Seating plans were amended to implement changes when other methods of rewards and discipline did not work.F – Drop-in feedback states: “There was a calm and purposeful atmosphere, with students listening and behaving well.  You used some strategies to manage two pupils (JF, TH) and managed the whole group well, insisting on everyone listening.” Evidence from Year 2 spring termM – Meeting with induction tutor – discussion about behaviour and she commented that I have developed very positive relationships with my classes this year.PRM – progress review meeting highlighted improvements in behaviour management. Evidence from Year 2 summer term LO – Lesson observation states: ‘It is clear that a framework for behaviour management is in place and you managed the class effectively, bringing the 2 boys back to learning.’ CP – Phone call with parent of a student in my tutor group – parent thanked me for taking decisive action to deal with her daughter’s poor behaviour and for helping to get her back on track.  | M - 4.10.20 School detention records, record of phone calls and postcards CPD 12.10.20CPD 14.1.21 Drop-in 8.1.21 Observation notes of history teacher 13.1.21 M - 8.5.21 M – 26.5.21 E.g. ABCD slide LO – 14.6.21M 20.9.21 Seating plans term 2 Drop-in 10.11.21 MN 19.1.22 PR4 LO 13.5.22 Phone call record – 10.5.22 |
| 1. **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’ achievement and well-being
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| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 autumn term E, F, SR - I have responded to feedback from lesson observations to improve my own practice. My mentor commented that this was very good to see. PRM – Responding to coaching and feedback was highlighted as a strength on my progress review. Evidence from Year 1 spring term M – I have discussed plans for this term with the TA in my year 9 class, so that she can effectively support students. PA – I have developed professional relationships with HOYs and have been taking their advice on individual students. Evidence from Year 1 summer term CP – I have communicated regularly with parents at parents’ evenings, positive and negative calls home and tutor – parent communication. Evidence from Year 2 autumn term PA – I am coaching the year 8 rugby team to contribute to the wider life of the school.In October, I delivered three lessons to Y4/5 students from feeder primary schools as part of a programme to promote the school. The daughter of a teaching colleague who attended said ‘she thoroughly enjoyed the sessions’.Evidence from Year 2 spring term LO – I have continued to observe other colleagues, in order to share good practice and implement ideas in my own teaching.M & D – I have joined a working party to look at better using the House System. Evidence from Year 2 summer term M - I met with the TA to discuss the plans for this term and the students I would like him to work with.I helped with the year 9 and 10 Duke of Edinburgh scheme (two weekends).  | M 28.9.20 PR1 M – 4.1.21 D & M HOY year 9 and 10 PTC and phone call records After school club registers Lesson registers and resources Peer observation records Ms January and February 2022 M – 9.4.22 D of E plans |

## 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**

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| **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 pupils’ 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 for 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** |
| **How are you meeting this Standard?** | **Where can the evidence be found?** |
| Evidence from Year 1 LO - I have set clear boundaries for my students, as well as explaining the positive and negative implications of good and poor behaviour. LO have consistently referred to clear boundaries, positive relationships and treating my students with respect. I followed safeguarding procedures correctly to deal with a safeguarding issue involving a student in my tutor group. LO - When teaching the citizenship topic ‘Government and Democracy’ I did not give my own political opinion. D – My induction tutor can confirm that I have not undermined fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.Evidence from Year 2 LO - I have continued to maintain clear boundaries with my classes, as well as implementing positive and negative behaviour management strategies where appropriate. PA - By modelling good behaviour and participating in repair and rebuild sessions, I am showing a tolerance of and respect for the rights of students. I have taught ‘What are British Values? to year 7 to reinforce fundamental British values.  | LOs 8.10.20, 19.11.20, 20.1.21, 12.5.21 DSL can confirm this LO by HOY 14.5.21Induction tutor confirmation LOs 23.11.21, 18.1.22, 16.3.22, 13.5.22 HOY can confirm Lesson plans, term 3 |