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| **Name:** BLUE = Term 1 and 2 up to first assessment (7-11TH December 2020)RED = Term 2-3 up to second assessment (15-19th March 2021)GREEN = Term 4-5 up to final assessment (5-9th July 2021)ORANGE = online |
|  | **Evidence 1** | **Evidence 2** | **Evidence 3** | **Evidence 4** |
| **1. Set high expectations which inspire, motivate and challenge pupils** |
|  | Establish a safe and stimulating environment for pupils, rooted in mutual respect | Learning focus visit from ABC 24/11/21 | ECF Module 1: Creating an effective learning environment. | Learning focus visit by ABC “Calm, purposeful atmosphere” (15/04/22) |  |
| Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions | Work with pre-planned lessons to adapt to groups e.g. Yr10 adapt to less ‘up front’ teaching in the difficult science lab and more student led approaches with scaffolded tasks. Evidence Ppts (w/c 14th Sept 2021) | ECF Module 3 on effective classroom practice. | The National College webinar – “Remote Education: How to Boost Pupils’ Motivation and Maintain Productivity and Learning.” 19/02/22 | ECF Forum on Whole School SEND 24/02/22. |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Use of school-wide behaviour policy. (Checked in mentor meeting 29/09/21) | Behaviour expectations slide – observation by ABC with 700 03/02/22 |  |  |
| **2. Promote good progress and outcomes by pupils** |
|  | Be accountable for pupils’ attainment, progress and outcomes | Reports for years 7 and 8. | Online Parents’ Evenings (year 9 21/1/22, year 8 4/2/22, year 7 18/2/22). | End of year assessments and reports (term 5). |  |
| Plan teaching to build on pupils' capabilities and prior knowledge | ECF Module 2 sessions on cognitive load and working memory. | ECF Module 3 sessions on reviewing prior learning. | The National College – Cognitive Load Theory: Effective Implementation in Curriculum Planning and Lesson Design. 17/12/21 (Recommended by ABC). | Year 10 observation: explanations and modelling (15/1/22).Learning focus visit by ABC “Fantastic use of modelling through the engage task. Good reflection on prior learning. Engage task worked well.” |
| Guide pupils to reflect on the progress they have made and their emerging needs | Review and feedback lessons for KS3 (w/c 14th and w/c 28th Sept) | Metacognition course from National College CPD (13/11/21) | Year 7 feedback lessons on assessment 03/02/22 and 04/02/22. | Whole class feedback – observation by ABC of 700 03/02/22. |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Metacognition course from National College CPD (13/11/20)ECF seminar with ABC on modelling in English 25/11/21 | ECF Module 2 on how pupils learn.ECF seminar on spaced retrieval 09/12/21 | * BWT NQT session on 27/1/21 Online Learning.
* The National College: Dual Coding Theory: Embedding Effective Cognitive Principles for Better Student Outcomes (recommended by ABC after year 10 obs) 11/02/22.
 | Year 7 Learning Loops adapting Oak National lessons for Creative Writing (6/1/22-11/1/22), The Canterbury Tales (13/1/22-01/02/22), The Oral Tradition (3/2/22-5/2/22), The Short Story (8/2/22-19/2/22).  |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Marked year 9 and year 8 books using SPELT stickers 16/12/21 | Written feedback for all classes during online lessons and whole class feedback live lessons (term 3). |  |  |
| **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 | Year 7 observation feedback (9/11/21) | ECF Module 3 on effective classroom practice. | Planning and recording learning loops for year 7. | ECF Module 3 Seminar 2 on questioning 03/02/22. |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Massolit lecture on *An Inspector Calls* and short presentation to department 30/11/21 | LitDrive CPD on ‘Frankenstein’ and Dickens used in year 8 live lesson 5/2/22 | FutureLearn: Shakespeare – Context and Stagecraft 09/02/22-10/02/22. (Focused on ‘Romeo and Juliet’ and ‘Macbeth’. | Departmental CPD: Powerful Knowledge in the English Curriculum – Zoe Enser. (12/4/22) |
| 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 | ECF Module 3 session 3 on guided practice and improving literacy. | Year 7 feedback lessons on assessment 03/02/22 and 04/02/22. | Whole class feedback – observation by ABC of 700 03/02/22. |  |
| If teaching early reading, demonstrate a clear understanding ofsystematic synthetic phonics |  |  |  |  |
| 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 | Observation of year 8 lesson by ABC and DEF – verbal feedback: prompt start and good pace to lesson. (29/10/21) | OBSERVATION NEEDED |  |  |
| Promote a love of learning and children’s intellectual curiosity | KS3 live lesson chat on Teams with students’ ideas and questions (e.g. 700 28/2/22 and 701 28/2/22). | LitDive CPD on ‘Frankenstein’ and Dickens used in year 8 live lesson 5/2/22. |  |  |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Weekly Year 8 Homework for Term 2 on *The Tempest* (26/10/21-14/12/21) | Weekly homework for Year 7 dystopian fiction unit (term 3) | Weekly homework for Year 7 dystopian fiction unit (term 4) |  |
| Reflect systematically on the effectiveness of lessons and approaches to teaching | Amended Year 10 lessons to enable better behaviour management (w/c 28/09 and 5/10) | The National College – Cognitive Load Theory: Effective Implementation in Curriculum Planning and Lesson Design. 17/12/21 (Recommended by ABC). | * BWT CPD on “Successful Online Learning” 01/02/22.
* The National College webinar – “Remote Education: How to Boost Pupils’ Motivation and Maintain Productivity and Learning.” 19/02/22
 | * Created online blended learning lessons for year 7 dystopian fiction unit (term 4).
* Scaffolding for year 10 mock exam preparation lessons (term 5).
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| Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Planning *The Tempest* unit for year 8 term 2. | Planning the dystopian fiction unit for year 7. | Year 7 Learning Loops adapting Oak National lessons for Creative Writing (6/1/22-11/1/22), The Canterbury Tales (13/1/22-01/02/22), The Oral Tradition (3/2/22-5/2/22), The Short Story (8/2/22-19/2/22), *Animal Farm* (22/2/22-26/2/22). | * Created online blended learning lessons for year 7 dystopian fiction unit (term 4).
* Departmental discussions on curriculum (10/06/22)
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| **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 | ECF Module 3 on scaffolding and guided practice. | The National College webinar on scaffolding strategies 17/12/21 | Year 7 worksheets to accompany online lessons. | * ECF Forum on Whole School SEND 24/02/22
* Observation on scaffolding with year 7 (10/06/22).
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| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | ECF Module 2 on how pupils learn. | ECF Module 3 on effective classroom practice. | * The National College webinar on scaffolding strategies 17/12/21
* The National College – Cognitive Load Theory: Effective Implementation in Curriculum Planning and Lesson Design. 17/12/21 (Recommended by ABC).
 | * BWT CPD on “Successful Online Learning” 01/02/22.
* BWT NQT session on 27/1/22 Online Learning.
* The National College webinar – “Remote Education: How to Boost Pupils’ Motivation and Maintain Productivity and Learning.” 19/02/22
* ECF Forum on Whole School SEND 24/02/22.
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| 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 | Complete and revise seating plans for all groups (Week1-3 Sept 2021) | ECF Module 3 on effective classroom practice. | Completed “Effective Behaviour Management: Is ‘Challenging Behaviour’ Misunderstood?” – Wendy Casson on The National College (13/1/22). |  |
| 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. | The National College webinar on scaffolding strategies 17/12/21 | Year 7 Canterbury Tales assessment lessons and worksheets (scaffolding) (26/1/22-1/2/22). | ECF Forum on Whole School SEND 24/02/22. | Observation on scaffolding (10/06/22). |
| **6. Make accurate and productive use of assessment**  |
|  | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  | Whole Class Feedback: conduct feedback and review lessons for KS3 (w/c 14th Sept 20, 28th Sept 21, 2nd Nov, 16th Nov) | Completed “High Quality Feedback and Targeted Support to Raise Attainment” – Michael Chiles on The National College (13/1/22). | End of year assessments/year 10 mocks (term 5). | Standardisation meetings (10/06/22 and 17/06/22). |
| Make use of formative and summative assessment to secure pupils’ progress  | Use of knowledge tests e.g. w/c 28th September) | Marking year 10 assessments and moderating 14/12/21. | * Marking year 7 assessments and planning whole class feedback lessons (1/2/22).
* Marking year 9 assessments and planning whole class feedback w/c 15th February.
 | Marking end of year assessments and year 10 mocks (term 5). |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons  | Year 10 reports 14/12/21 | Online Learning Engagement Tracker (w/c 25/1/22) | Assessment/mock results and reports (term 5). |  |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.  | * Whole Class Feedback: conduct feedback and review lessons for KS3 (w/c 28th Sept 21)
* Marked 7C2’s books using SPELT stickers (16/11/21)
 | * Year 10 assessment marking 14/12/21
* Marked year 9 and year 8 books using SPELT stickers 16/12/21
 | * Whole class feedback live online lessons (e.g. 7C2 28/1/22 and 3/2/22 and 7B1 on 28/1/22 and 4/2/22)
* Online Parents’ Evenings (year 9 21/1/22, year 8 4/2/22, year 7 18/2/22).
 | * ECF Module 3 Seminar 2 on questioning 03/02/22.
* Whole class feedback – observation by AB of 7C2 03/02/22.
* SPELT marking of KS3 books (term 4).
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| **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 both in classrooms and around the school, in accordance with the school’s behaviour policy  | Learning focus visit from ABC 24/11/21 | The Chartered College of Teaching -Behaviour Management Q&A with Tom Bennett and Amy Forrester (recommended by ABC) 17/12/21 | * Completed “Managing Behaviour and Disruption in Remote Education” – Tom Bennett on The National College. (13/1/22)
* Completed “Preventing Low Level Disruption” – Lisa Miller NEU session (12/2/22)
 | * PowerPoint slides for behaviour expectations in online lessons.
* Behaviour expectations slide – observation by ABC of 7C2 03/02/22.
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| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  | Made telephone calls home for several year 8 students to tackle lesson disruption (03/11/21) | The Chartered College of Teaching – rewards and sanctions in a secondary English classroom (recommended by ABC) 17/12/21 | The Chartered College of Teaching -Behaviour Management Q&A with Tom Bennett and Amy Forrester (recommended by ABC) 17/12/21  | * Use of behaviour expectations slides in live online lessons.
* Phone calls home for year 8 and 9 (both for positive and negative behaviour).
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| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them  | Amended Year 10 lessons to enable better behaviour management (w/c 28/09 and 5/10) | ECF Module 1: Creating an effective learning environment. | ECF Module 3 on effective classroom practice. | Completed “Effective Behaviour Management: Is ‘Challenging Behaviour’ Misunderstood?” – Wendy Casson on The National College. |
| Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  | Made telephone call home for tutee due to behaviour incident (16/11/21) | Year 9 Literacy observation feedback (05/11/21) | Monitoring tutor group’s engagement with online learning (emails and phone calls home where appropriate). |  |
| **8. Fulfil wider professional responsibilities**  |
|  | Make a positive contribution to the wider life and ethos of the school  | Supporting ABC with Accelerated Reader Programme (term 3). |  |  |  |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  | Observed 8B2 being taught by ABC and asked for advice 02/12/21 | Working with ABC and DEF on behaviour in year 8 lessons (term 5 weeks 3-5) |  |  |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  | Metacognition course from National College CPD (13/11/21) | The Chartered College of Teaching -Behaviour Management Q&A with Tom Bennett and Amy Forrester (recommended by ABC) 17/12/21 | The Chartered College of Teaching – rewards and sanctions in a secondary English classroom (recommended by ABC) 17/12/21 | The National College webinar on scaffolding strategies 17/12/20.The National College – Cognitive Load Theory: Effective Implementation in Curriculum Planning and Lesson Design. 17/12/21 (Recommended by ABC).The National College: Dual Coding Theory: Embedding Effective Cognitive Principles for Better Student Outcomes (recommended by AB after year 10 obs) 11/02/22. |
| Communicate effectively with parents with regard to pupils’ achievements and well-being.  | Tutor group phone call log w/c 28th September | * Year 9 Parents’ Evening (21/1/22)
* Year 8 Parents’ Evening (4/2/22)
* Year 7 Parents’ Evening (18/2/22)
 | Emails/phone calls to parents of tutor group regarding Engagement Report (particularly 01/02/22 and 02/02/22 but throughout term 3). | Liaising with parents to support tutees (terms 4 and 5). |