

Portfolio Guidance for achieving QTS and Successfully Completing Induction

Standards	Suggested evidence	Evidence plan / Status / Notes
Professional Attributes: Relationships with children and young people		
<p>C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p> <p>Q1 Have high expectations of all children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing firm, respectful, trusting, supportive and constructive relationships with them.</p>	<p>Academic-High expectations</p> <ul style="list-style-type: none"> • Marking and homework • Planning for diverse needs • Leveled work/ targets to raise achievement • IEP's/ letters to other professionals • Differentiated plans • Annotated Gifted and talented register • Annotated Teaching and Learning Policy • Samples of children's learning (photographs, copies, videos, printouts) • Observations with relevant comments highlighted • Pupil progress and achievement <p>Establishing relationships</p> <ul style="list-style-type: none"> • Pupil feedback (can be recorded as notes) • Parental feedback (can be recorded as notes) • Cards/ letters from children and parents • Photographs • Behaviour plans / records for specific children • Notes/ evidence of specific incidents • Notes / Letters demonstrating Involvement with support agencies • Displays (SEAL, RE, PHSE, children's learning) 	
<p>C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.</p> <p>Q2 Demonstrate positive values, attitudes and behaviour they expect from children and young people.</p>	<ul style="list-style-type: none"> • Photos of classroom rules/display • Constructive feedback to pupils (meeting notes) • Behaviour policy • Individual behaviour contracts / plans • School and or class rewards and sanctions • Copies of merits and other awards • Observations with relevant comments highlighted • Positive letters to / from parents • Pupil surveys/opinions • References / letters from mentor, head, deputy 	

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Professional Attributes: Frameworks		
<p>C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.</p> <p>Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work. (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</p>	<ul style="list-style-type: none"> • Job description • Copies of highlighted sections in Bristol Guide with comments on your understanding and application • Health and safety policy • Copies of National Pay and Conditions • Child Protection Policy • Every Child Matters agenda with comments of how you support each outcome • Inclusion policy or Equal Opportunity Policy • <i>Examples of proactive involvement</i> • <i>Examples of management</i> • <i>Examples of leadership</i> • <i>Examples of contributions</i> • <i>Examples of initiatives</i> • <i>Examples of up to date knowledge</i> 	
Professional Attributes: Communicating and working with others		
<p>C4 (a) Communicate effectively with children, young people and colleagues.</p> <p>(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.</p> <p>(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussion about the progress, development and well-being of children and young people, and to raising their levels of attainment.</p> <p>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</p>	<ul style="list-style-type: none"> • Reports and notes for parents / carers • Invitations and planning for Parent workshops, evenings, activities • Curriculum evenings for parents • Letters/cards to and from parents • Parent newsletters • Parent Invitations to school functions • Records of meetings / phone calls to parents • Communication via homework / planner / diary • Records of work with parent volunteers • IEPs • Pupil, parent feedback, surveys • Evidence of progress resulting from communication (e.g. parents' notes in learning OR your comments on improvement due to work done at home, such as spellings, time tables etc) 	
<p>C5 & Q5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.</p>	<ul style="list-style-type: none"> • Feedback / notes to / from parents, carers • Reports, information from colleagues and other professionals • Evidence that information from others has been referred to 	

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	<p>and/or used</p> <ul style="list-style-type: none"> • Invitations and planning for Parent workshops, evenings, activities • Communication via homework / planner / diary • IEPs • Evidence of progress resulting from communication (e.g. parents' notes in learning OR your comments on improvement due to work done at home, such as spellings, time tables etc) • Planning for team teaching / support outlining roles of TA, SENCo, EMA, other support 	
<p>C6 & Q6 Have a commitment to collaboration and co-operative working where appropriate.</p>	<ul style="list-style-type: none"> • School improvement plan highlighted with comments how you contribute • Subject leader action plans • Individual action plans • Leadership role/s and responsibilities • Inset lead by the teacher, monitoring and feedback. • Prior experience overseas leadership roles • References from colleagues commenting on your collaboration • Photos of collaborative working (or outcomes of collaboration) • Minutes of staff meetings, key stage meetings etc • Evidence of cover for colleagues • Opportunities taken to volunteer • Supporting or leading clubs, plays, PTA events • Organising and leading school journey or trips with colleagues • Invitations and planning for social events, governors events etc. 	
<p>Professional Attributes: Personal professional development</p>		
<p>C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.</p> <p>Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</p> <p>(b) Identify priorities for their early professional development in the context of induction.</p>	<ul style="list-style-type: none"> • List of courses • Copy of school INSET programme • Lesson observations • Lesson evaluations • List of areas for development • Notes / reports from work with local authority consultants • Research, reading on specific topics with notes on relevance and / or application • Notes on impact of courses or training after applying 	

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	<p>learning – effectiveness on planning, teaching, learning, samples of children’s learning</p> <ul style="list-style-type: none"> • Performance management records • Self evaluation notes on specific areas 	
<p>C8 & Q8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.</p>	<ul style="list-style-type: none"> • Meetings, inset notes re: new initiatives • Research, reading on specific topics with notes on relevance and / or application • Planning, photos, children’s work demonstrating initiatives • Notes on impact of courses or training after applying learning – effectiveness on planning, teaching, learning, samples of children’s learning • Creative curriculum/cross-curricular planning & evidence of learning 	
<p>C9 & Q9 Act upon advice and feedback and be open to coaching and mentoring.</p>	<ul style="list-style-type: none"> • Notes, timetables to show coaching or mentoring • Planning, photos, resources, lesson observation showing implementation of advice • Lesson observations showing area to develop with followup observation showing development • Notes and / or reports from local authority consultants 	
<p>Professional Knowledge and Understanding: Teaching and Learning</p>		
<p>C10 Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them. Including how to personalise learning and provide opportunities for all learners to achieve their potential.</p>	<ul style="list-style-type: none"> • SEAL planning and resources used and created • Behaviour policy • Photographs of class rules • Rewards and sanctions/certificates etc • Pupil behaviour targets • Evidence of outcomes • Seating plan/Pupils groupings • Behaviour diaries/ home- school communication • <i>Examples of new ideas, initiatives</i> • Research, reading on specific topics with notes on relevance and / or application • <i>Lesson planning including application of VAK principle, differentiation, collaborative learning</i> 	
<p>Professional Knowledge and Understanding: Assessment and monitoring</p>		
<p>C11 Know the assessment requirements and arrangements for the subject/curriculum areas they teach, including those relating to public examinations</p>	<ul style="list-style-type: none"> • Examples of any assessment you’ve created • Assessment and marking policies • Samples of marking children’s work 	

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<p>and qualifications.</p> <p>Q11 Know the assessment requirements and arrangements for the subject/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.</p>	<ul style="list-style-type: none"> • Samples of leveling work • Planning including Assessment for Learning activities • Assessment procedures • Targets for each child • Termly and yearly tracking of attainment • Pupil profiles • Copies of annual reports • Class profiles • School data specifically by group and/or subject your school is focusing on e.g. Black Caribbean boys, SEN children or Maths) • IEPs • Relevant public examinations/ SATs etc. • Relevant pupil qualifications 	
<p>C12 & Q12 Know a range of approaches to assessment, including the importance of formative assessment.</p>	<p>Summative (end of unit/end of term/year)</p> <ul style="list-style-type: none"> • Examples of any assessment you've created • Use of Class profiles, School data, LEA data and National data • Planning showing using of AfL activities (see appendix) • Target sheets for specific children with notes on how they're used • APP sheets for specific children/groups of children • Schemes of work • N.C. documents/Attainment targets and levels • School assessment policy/guidance • IEPs <p>Formative (ongoing)</p> <ul style="list-style-type: none"> • Specific strategies for groups or individuals • Children's work/marking • Examples of self assessment with success criteria • Examples of peer assessment with success criteria • Questioning Strategies • Use of plenary 	
<p>C13 & Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</p>	<ul style="list-style-type: none"> • Records / copies of APP for specific children with highlighted areas to develop • Notes / records of pupil progress meetings • Extracts from RaiseOnline (from Head teacher or Assessment Co) – most powerful if shown with your planning and areas you decide focus further / longer on due to lower achievement • Intervention tracking for children in your class/classes • Targets / target sheets used for specific groups/children • Class termly tracking 	

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	<ul style="list-style-type: none"> • Class profile data – EAL, EMA, SEN, FSM • SATs and optional SATs with notes who gets which type, when • Reading tests with notes who gets which type, when • End of unit assessments • Foundation Stage profiles • Notes / records of moderation meetings • Notes / records of any training on RaiseOnline, SATs, data analysis • Levels record of national expectations with percentages of children at each (see Liz Russo) 	
<p>C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development including action plans for improvement.</p>	<ul style="list-style-type: none"> • Notes / records of pupil progress meetings • Planning, notes to show feedback to pupils • Extracts from RaiseOnline (from Head teacher or Assessment Co) – most powerful if shown with your pupils & how it compares to school & national data • Intervention planning for children in your class/classes • Comments, feedback from pupils • Pupil surveys • Pupil targets • Records/copies of APP for specific children with highlighted areas to develop • Sublevelled target sheets 	
<p>Professional Knowledge and Understanding: Subjects and curriculum</p>		
<p>C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects / curriculum areas can make to cross-curricular learning; and recent relevant developments.</p> <p>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</p>	<ul style="list-style-type: none"> • Qualifications • Certificates of attendance on courses • Courses attended with comments on impact your teaching & learning • Inset in school with comments on impact your teaching & learning • Creative curriculum / cross-curricular planning • Peer observations • Team planning • Schemes of work, policies • Teaching observations with highlighted comments • Written feedback • Timetable-reflecting balance of curriculum • Pupils' work showing engagement in recent developments (e.g. Renewed Maths Framework) or cross-curricular learning • Recent national and local curricular developments with notes on how you implemented 	
<p>C16 Know and understand the relevant statutory and</p>	<ul style="list-style-type: none"> • Records/copies of APP for whole class with highlighted areas 	

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<p>non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.</p> <p>Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas. And other relevant initiatives applicable to the age and ability range for which they are trained.</p>	<p>showing coverage / areas to cover</p> <ul style="list-style-type: none"> • Planning with renewed frameworks (see Appendix 2) • National Curriculum/QCA guidance • National Strategy documentation • Planning for all subjects • Assessments • Policies, schemes of work • National and local initiatives 	
<p>Professional Knowledge and Understanding: Literacy, numeracy and ICT</p>		
<p>Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).</p>	<ul style="list-style-type: none"> • Basic Skills Tests Certificates (English, Maths, ICT) 	
<p>C17 & Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p>	<ul style="list-style-type: none"> • Printed Activstudio or Smartboard flipcharts from lessons • Outline of ICT skills & how they're used in planning, teaching & learning • Reference to use of ICT in lesson planning • Lesson observations with relevant comments • Copies of school codes of conduct for use of Internet and emails with notes on how you implement (e.g. you see everyone's screens at the same time) • Notes from courses & how learning has been applied • Evidence of your own use of IT e.g. planning • Examples of your numeracy skills, such as data analysis • Examples of your literacy skills, such as reports to staff, policies/proposals you have written. • Relevant qualifications, responsibilities and/or experience in ICT, English or Maths 	
<p>Professional Knowledge and Understanding: Achievement and diversity</p>		
<p>C18 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>Q18 Understand how children and young people</p>	<ul style="list-style-type: none"> • Differentiated planning • Evidence of input from SENCO, EMA staff, Family Support Worker, Social Worker, Pupil Support Service, Ed Psych, Speech Therapist, Occupational Therapist (e.g. meeting notes, letters, IEPs, activity plans) • Photographs e.g. class rules • SEAL planning, work and photos of displays and activities 	

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<p>develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p>	<ul style="list-style-type: none"> • Rewards and sanctions • Individual behaviour targets / behaviour contracts • Relevant policies with notes on how you implement <ul style="list-style-type: none"> ○ Every Child Matters, ○ Equal opportunities policy, ○ Bullying policy, ○ Behaviour policy, ○ Race equality policy • EAL stages with descriptors • Teaching observations with relevant comments highlighted • Copies from class behaviour file • Pupil feedback • Parental feedback – letters to and from parents, communication books • Feedback from senior staff • Feedback from lunchtime assistants • Reading, research, inset • Evidence of outcomes • Seating plan 	
<p>C19 & Q19 Know how to make effective personalized provision for those they teach, including those for who English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p>	<ul style="list-style-type: none"> • IEPs • EAL support including differentiated planning, tools and resources • Class lists of SEN, EAL, Disability etc. • Pupils’ work, marking which specifically highlights how s/he is successful and how to improve (e.g. 2 stars and a wish) • Planning, highlighting differentiation and resources and support • EAL language levels v NC levels • Assessment • Target sheets • Tracking • Pupil profiles • Reports • Specially prepared resources • Levels for Speaking and Listening 	
<p>C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</p> <p>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with</p>	<ul style="list-style-type: none"> • Intervention plans with SENCO, SEN TAs, Learning mentor • Staff list showing responsibilities • Staff handbook • School policy, guidance notes • Meetings, notes with responsibility holders • Proactive involvement, new ideas, initiatives • Lesson observations with relevant comments highlighted • References • Reading, research • Feedback from colleagues, pupils, parents 	

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<p>responsibility for learners with special educational needs and disabilities and other individual learning needs.</p>	<ul style="list-style-type: none"> • Pupil outcomes • RBKC Who's Who framework with names written in grid (see Appendix 4) 	
<p>C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</p>	<ul style="list-style-type: none"> • Examples of instances when you have referred to colleagues (excluding pupil names) • Evidence of training in SEN/ Educational psych • School SEN policy • Ability to describe process for identifying record of concern for SEN (e.g. case study or imaginary scenarios) 	
<p>C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p>	<ul style="list-style-type: none"> • Every Child Matters agenda with notes on how you address children's protection in your class/school • Evidence of training in Child Protection/CAF (e.g. staff meeting notes & handouts) • School systems and practices <ul style="list-style-type: none"> ○ Child Protection Policy and guidance ○ List of CP officers in school & any other staff with relevant responsibilities • Staff Handbook • <i>Examples of use of guidance and policy</i> • <i>Testimonials, references (excluding names of pupils)</i> 	
<p>C23 Know the local arrangements concerning the safeguarding of children and young people</p>	<ul style="list-style-type: none"> • RBKC guidance, policy & procedures • RBKC staff contact details with role & responsibility (see Appendix 5) 	
<p>C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.</p>	<ul style="list-style-type: none"> • Evidence of Child Protection Training • Written Policy, guidance (e.g. http://www.childwelfare.gov/can/identifying/recog_signs.cfm) • List relevant colleagues and their responsibilities (see Appendix 5) • Case study/write up of any experience you have had excluding names 	

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<p>C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p> <p>Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>	<ul style="list-style-type: none"> • Every Child Matters agenda with comments • Policies and Guidance on: <ul style="list-style-type: none"> Equal opportunities Bullying Behaviour Race equality Disability Child Protection • Teaching observations with highlighted comments of how you support • Behaviour file • Background on individual pupils • Free School Meals list excluding surnames • Pupil feedback • Parental feedback • Staff feedback (SLT, lunchtime assistants, TAs) 	
<p>Professional skills: Planning</p>		
<p>C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.</p> <p>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p>	<ul style="list-style-type: none"> • Class profiles • School data • Lesson plans in sequence • Children’s learning from a series of lessons showing progressions (e.g. build up to writing story or learning about fractions building up to problem solving with fractions) • Schemes of work • NC/QCA documents • Samples of assessments (AfL activities as well as marking and leveling, APP sheets etc) • IEPs • Marking • Specific strategies for groups and individuals • Evidence of partnership teaching (SENCo, EAL, Deputy or specialist teachers) 	
<p>C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.</p> <p>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</p>	<ul style="list-style-type: none"> • Planning • Children’s learning, especially anything related to “real life” (e.g. problem solving with budgets grocery shopping; non-fiction writing, fiction writing related to their lives such as story about school) • Photographs • Cross-curricular planning and children’s work (e.g. “creative curriculum”) • Problem solving activities e.g. NRich (www.nrich.maths.org.uk), TASC, Brain Academy 	

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<p>C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate within their phase and context.</p> <p>Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</p>	<ul style="list-style-type: none"> • Homework • Project-based learning at home • Homework timetables/diaries • Home-school diaries/communication books highlighting comments on skills and content learned or consolidated at home (e.g. times tables) • After school clubs • Photos • Pupil feedback • Marked homework, out-of-school assignments etc. • Planning showing links between class work and homework and out-of-school assignments 	
<p>Professional skills: Teaching</p>		
<p>C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <ul style="list-style-type: none"> • Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion. • Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives. • Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. • Adapt their language to suit the learners they teach, introducing the new ideas and concepts clearly, and using explanations questions, discussions and plenaries effectively. • Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. <p>Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p>	<ul style="list-style-type: none"> • Schemes of work, NC/QCA documents with annotations • Medium term planning including Renewed Framework blocks and objectives • Evidence of relevant training/inset • Teaching observations/feedback with relevant comments highlighted • Specially prepared resources • Photographs • Lesson plans with relevant objectives, resources, activities highlighted • Examples of EAL and SEN provision (e.g. displays of glossaries, word banks; personal dictionaries created by children, visual resources, specific activities such as word continuum¹) • Planning • Printed flipcharts • Children's work applying skills taught • Records • Planning from gaps highlighted in assessment (e.g. gap analysis on APP sheets, lesson reflections, etc) • Children's profiles • Pupil feedback • Support staff feedback • References • Examples of differentiation • Grouping by ability • Lesson observations • Planning 	

¹ The word continuum activity is excellent for clarifying nuance of meaning as well as expanding vocabulary around a theme such as anger. The lower end of the continuum would be *annoyed* and at the higher end would be *furious*. Children list as many "angry" words as possible and place them on the continuum. This helps clarify misconceptions about the meaning of words and it provides an excellent resource for EAL learners as well as able, gifted and talented learners.

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<p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p> <p>(d) demonstrate the ability to manage the learning of individual, groups and whole classes, modify their teaching to suit the stage of the lesson.</p>	<ul style="list-style-type: none"> • Management role/s • Co-ordinator role/s • Area/s of responsibility • Teaching Ideas/initiatives of your own • Evaluations of teaching outcomes • Evidence of proactive sharing of good practice 	
<p>C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p>	<ul style="list-style-type: none"> • Printed flipcharts & print screens of any IWB screen-based activities • Planning clearly linked to previous attainment and targets • Lesson observations with relevant comments highlighted • Pupil feedback • Pupils' work showing high level of challenge • Photos and planning of games and collaborative activities with learning objectives. 	
<p>Professional skills: Assessing, monitoring and giving feedback</p>		
<p>C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels attainment.</p> <p>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.</p> <p>(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</p>	<ul style="list-style-type: none"> • Formative and summative assessments • Data analysis to highlight strengths/weaknesses of particular groups • Pupil tracking sheets by term and year • Marked work with next step / moving on comments, questions, children's responses • Examples of success criteria and highlight marking • Planning of Assessment for Learning activities, self assessment etc • Proactive involvement pupil target setting • Pupil objectives / targets (e.g. target sheets at front of books) • Notes / records of pupil progress meetings • IEPs • EAL Stages of English • Evidence of differentiation • Performance Management. • SATs and optional SATs • Reading tests • End of unit assessments (Foundation subjects) • Foundation Stage profiles 	

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	<ul style="list-style-type: none"> • Minutes of meetings with colleagues • Moderation meetings • Planning to raise achievement of particular groups • Clear focus on achievement by gender, race, culture, ability, background etc. • Performance Management • Involvement in School Improvement Plan • Monitoring within any relevant area/s of responsibility (e.g. ICT) 	
<p>C32 Provide learners, colleagues, parents and carers, with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> <p>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p>	<ul style="list-style-type: none"> • Notes / records of pupil progress meetings • Feedback to pupils • Marked work with next step / moving on comments, questions, children's responses • IEPs • Reports to parents • Records of meetings with parents • Home-school communication books • Online newsletters about learning • Records of feedback to learners, colleagues, parents and carers • Children's target sheets 	
<p>C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</p> <p>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p>	<ul style="list-style-type: none"> • Notes / records of pupil progress meetings • Examples of self-assessment (easiest to do in writing) • Examples of peer assessment (e.g. highlight marking to success criteria or three stars and a wish) • Marked work with next step / moving on comments, questions, children's responses • Recorded children's responses • Pupil involvement in target setting • Lesson observation with relevant comments highlighted • Pupil feedback • Teacher or TA observation notes re: independence 	
<p>C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.</p>	<ul style="list-style-type: none"> • Annotated lesson plans with evaluation and plans to re-teach or revise • Examples of pupils' work marked with follow-up learning to consolidate or accelerate • Formative assessment records • Planning showing formative assessment • Planning clearly based on previous assessment • Target setting • Summative assessment records • Pupil groups 	

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Professional skills: Reviewing teaching and learning		
<p>C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</p> <p>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</p>	<ul style="list-style-type: none"> • Notes/references from Headteacher, support staff and partner teachers • Reading and research on specific topic / area to develop (e.g. spelling, grammar, India, etc) • Referrals / meetings with Learning Mentor, SENCo, Head • Inset with notes on how you're applying • Planning, lesson evaluations and notes • Marking • Formative assessment notes, records • Tracking information • Notes from progress, moderation meetings • Lesson observations, noting changes in practice • Lesson evaluations showing changes in practice • Planning showing changes in practices • Pupils' work/marking showing changes in practice • Performance management • School monitoring of planning, pupils' work etc. 	
<p>C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</p>	<ul style="list-style-type: none"> • Notes / records from pupil progress meetings • Planning showing discussion with learners • Marking • Record of pupil discussions • Notes re: marking/target setting etc. • Lesson notes re: feedback to pupils • Lesson observations • Parent/carers feedback 	
Professional skills: Learning environment		
<p>C37 (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</p> <p>(b) Make use of the local arrangements concerning the safeguarding of children and young people.</p>	<ul style="list-style-type: none"> • Teaching and Learning Policy • Every Child Matters agenda with notes of how you apply • Health and Safety Policy and Guidance • Photos of classroom displays and other tools to support learning (e.g. photos of a maths area, writing area, book corner etc) • Pupil's work which is related to school trips • Lesson observations with relevant comments highlighted • Pupil feedback • Behaviour records • Parental feedback • Records of planning school trips and residential journeys 	

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<p>(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p> <p>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</p>	<ul style="list-style-type: none"> • Curriculum visitors to the school • Risk Assessments for school trips and other activities • Timetables • Planning for SEAL, circle time, etc. • Children’s work • Relevant leadership and/or management role/s responsibilities • Child Protection policy and guidance • Records/notes of action taken in safe guarding children and young people (excluding pupils’ names) • Responsibilities/roles in child protection • Planning showing links between learning experiences 	
<p>C38 (a) Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy.</p> <p>(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</p> <p>Q31 Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence.</p>	<ul style="list-style-type: none"> • Planning: SEAL lessons (e.g. anger management plans, identifying feelings, changes, working together) • Class routines (see Appendix 6) • Behaviour contracts (see Appendix 7) or IEPs • Home-school Behaviour communication books • Behaviour policy of whole school systems and practices • Class rules, rewards, sanctions • Pupil feedback • Parental feedback • Behaviour plans and records for class and individual children • Responsibilities/roles in behaviour management • Notes from Inset / training • Observations with highlighted comments 	
<p>C39 Promote learners’ control, independence and cooperation through developing their social, emotional and behavioural skills.</p>	<ul style="list-style-type: none"> • SEAL Planning, learning and displays • RE planning, learning and displays • Observations of pupils • Pupil responsibilities (e.g. class jobs display) • Records of your involvement with School Council • Lesson observations with relevant highlighted comments • Pupil feedback • Feedback from support staff, volunteers etc. 	
<p>Professional skills: Learning environment</p>		
<p>C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</p> <p>Q32 Work as a team member and identify</p>	<ul style="list-style-type: none"> • Planning, flipcharts, and children’s learning showing collaborative learning (e.g. project-based learning or literature circles) • Minutes of meetings • Lesson plans • Year group plans • Timetables 	

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<p>opportunities for working with colleagues, sharing the development of effective practice with them.</p>	<ul style="list-style-type: none"> • Leadership role/s, responsibilities • Management of meetings • Feedback mechanisms to/from support staff • Role in performance management for colleagues • Support and management of students and trainees • Role in phase/whole school productions and/or events • Leadership in developing curriculum and school policies and guidance 	
<p>C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.</p> <p>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.</p>	<ul style="list-style-type: none"> • Timetable of support for class with planning • TA's records for EMA / EAL / SEN / G&T support • Planning, team meetings minutes • Staff meeting minutes • Teaching observation with comments on deployment of support staff 	

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Appendices

Appendix 1 – Acronyms

AfL	Assessment for Learning
EAL	English an Additional Language
ECM	Every Child Matters Agenda
EMA	Ethnic Minority Achievement
FSM	Free School Meals
G&T	Gifted and Talented
IEP	Individual Education Plan (usually for child on SEN register)
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs

Appendix 2 – Renewed frameworks

DCSF site: <http://www.standards.dfes.gov.uk/primaryframework/>

Lancashire site giving broad explanations of framework and how to plan with it in Literacy
http://www.lancsngfl.ac.uk/nationalstrategy/literacy/index.php?category_id=251

Cumbria site with loads of resources for teaching within the Renewed Frameworks
http://numeracy.cumbriagridforlearning.org.uk/index.php?category_id=130

Appendix 3 – Assessment for Learning (AfL)

AfL includes... 'all those activities undertaken by teachers and/or by their students, which provide information to be used as **feedback** to **modify** the teaching and learning activities in which they are engaged'. (Black and William, Kings College London)
Activities to assess learning in fun, engaging activities are provided through the Dialogue and Toolkit Project.

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Appendix 4 – Who’s Who in my school

Name	Role	Responsibilities
	Designated Teacher for LAC	I am a member of the SLT (Senior Leadership Team). I make sure that I know all of the Looked After Children at the school and I attend all of the PEP meetings. The Looked After Children know that they can come to me with any issues – in addition to their teachers.
	School Nurse	I keep the first aid book. I make sure all the health and safety procedures are followed if somebody has an accident. If somebody’s sick, I’ll deal with them. If there’s an accident, I go to it. Any pupil with a medical special need would be my area of concern. In primary schools, I am usually on site about once a week. The First Aid Officer would be responsible for these things when I’m not there.
	Learning Resources Manager/Librarian	My role involves managing the learning hub (or learning resources area) in the school and ensuring that pupils have access to high quality information – either in a written format or a digital one. I work closely with teachers who often book out the computers in the learning hub for their classes. I also keep the hub open after school so that pupils can do their homework here, usually on the computers. I know the children who are reluctant readers and I help them to choose books that are suitable.
	Extended School Co-ordinator	Schools have changed a lot in the last few years – they have a wider reach into the community and the community also has easier access to our facilities. In my role, I help to manage our after-school services, making sure that they are relevant to the needs of all of our pupils. It is important to provide after-school activities that engage the pupils and support their learning. I also provide parental support through an in-school programme of sessions that are fun and interactive and help them to understand what it is like to be in school today. This really helps our parents to help their children to learn.
	Leader/Coordinator: Maths English ICT Science Art DT History Geography PE SEAL / PHSE	I am responsible for ensuring that pupils succeed in my subject (e.g. English, maths, science or ICT) across the school. I am held accountable for the teaching, learning, resources and assessment for my subject. I look at their tracking data to make sure that they are making progress and I expect colleagues to highlight their concerns in my subject. I support colleagues who have difficulties and I also make sure that my team are well trained and have access to high quality CPD.
	Deputy / Assistant Headteacher	I am a member of the Senior Leadership Team and I line-manage a number of staff as well as take responsibility for whole school issues. I am responsible for the curriculum / pastoral support / assessment / quality and standards for the whole school. I stand in for the head teacher.
	Midday Meal Supervisor	I am responsible for the children during the lunch hour. I supervise them in the dining hall and on the playground. I am often a parent or member of the community who knows the children and their families well.

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Assessment Coordinator/ Exam Officer	<p>I make sure that the pupils are entered for the correct examinations. A lot of my work involves administration and working with a computer programme but I also have to be good with people as I have to communicate with pupils the correct procedures and behaviours when they are in the examination room.</p> <p>In secondary, I have a team of invigilators – none of whom are teachers – and I am the chief invigilator. I have to communicate very well with subject leaders to make sure that the exams run smoothly.</p>
Inclusion Manager	<p>I have a big team of staff who work with me. They have a variety of skills and specialisms - SEN, behaviour and EAL – and it is my job to make sure that we have up-to-date and accurate information about the needs of our pupils and that we have the resources to meet these needs. I have to do a lot of staff training, to make sure that new staff understand the Inclusion Policy and what it means in practice to them in the classroom on a day to day basis. I am also on the Senior Leadership Team</p>
SENCo	<p>I ensure that all children with Special Educational Needs (SEN) are supported appropriately. I work with teachers to identify these children and design Individual Educational Plans (IEPs) to set targets for their learning and development. I have responsibility for managing the effective delivery of the education psychology service, learning support, behaviour support, SEN assessment and administration, and parent support. In a small school I may be the headteacher or deputy taking on this role.</p>
Learning Mentor	<p>Basically, we try to remove the barriers to learning by offering support, enabling the students to access the curriculum to their full potential. I enjoy seeing a student whose world seems to have fallen apart and then to help them slowly pick themselves back up and get themselves together. I enjoy seeing when a student's self esteem and their confidence rises and they achieve. It is very important that they understand that my job is about learning. I am not here for students to become emotionally dependant on me!</p>
EMA / EAL Co-ordinator	<p>There are dozens of different languages spoken by pupils in the school with children from many countries. It is my job to make sure that all of our pupils are assessed when they come in and that teachers have this information to help them to plan their lessons. I also have a team of specialist staff who support in the classroom. They help to develop learning materials that make it easier for these pupils to learn – many of these are very visual and we try to develop activities that make these pupils develop language in the classroom. When refugees and asylum seekers arrive at the school, we run an induction programme which helps us to find out about the pupil and helps the pupil to feel safe as they start to learn about their new school.</p>
Family Support Worker	<p>My role is relatively new to schools. I work directly with children in need and their families in the school in order to promote, strengthen and to develop the potential of parents/carers and children in order to prevent children becoming looked after and/or suffering significant harm. I support the care of children where their living arrangements are at high risk of breakdown (including local authority placements) but I also provide support to any parents who refer themselves for family support which may include children's behaviour, bedtime routines, healthy eating, etc.</p>
Child Protection Officer	<p>I am the person who is responsible for all child protection issues in school. I liaise with social services, educational welfare and the family to ensure a child's safety where a child protection plan has been put in place. As soon as you have a concern about a child's safety or well-being or when a child has disclosed something to you, I am the person you inform immediately. I am usually the head teacher in a primary school.</p>
Site Manager / Caretaker	<p>Got a broken bookshelf or a window that won't open? I'm your hero. I am responsible for the building and the upkeep and general care of the school including general maintenance and minor repair work. I also ensure overall security of the school premises.</p>

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	Senior Administrative Officer (SAO)	If the deputy is the head teacher's "right hand", I am the left. I manage administration for the school from ensuring attendance and school dinners are tracked appropriately to ordering stock. I also manage the human resources, meaning I'm probably the one who deals with the Home Office on your behalf.
	IT Technician	Having problems with your interactive whiteboard? Don't go to your ICT Coordinator! Come to me to deal with any technological issues including computer logins, internet access, printers, digital cameras and loading software. I am often in once a week to fix problems and back up the system server.
	Classroom Teaching Assistant	I support you in teaching and learning in class. Provide support for individual students inside and outside the classroom to enable them to fully participate in activities. I assist you with maintaining student records. In order to best support you, I need a copy of your planning and direction about who you want me to support in each lesson. I prepare and present displays of students' learning and support you in photocopying and preparing learning resources.
	SEN Teaching Assistant / Learning Support Assistant	I support children with learning, emotional or behavioural problems and help develop their social skills. I assist in implementing Individual Education Programmes for students and help monitor their progress. I need to have a copy of your planning so I know how to best support the child I am working with in each activity. I work with other professionals, such as speech therapists and occupational therapists, as necessary. My main priority is the child with a special educational need, rather than the whole class. You and I work as a team with the SENCo, who is usually my supervisor.
	Teaching and Learning Responsibility (TLR)	I am a teacher and I have this because I have taken on additional responsibility beyond my classroom teaching. I am accountable for a significant, specified responsibility that requires leadership across the school as well as a teacher's professional skills and judgment. This involves leading, developing and enhancing the teaching practice of others and / or having accountability for leading, managing and developing a subject or curriculum area or pupil development across the curriculum. I may have line management responsibility for a significant number of people.
	English as an Additional Language (EAL)	I am a child who speaks another language at home or whose parents/carers speak another language. I may receive additional support in learning English or learning other subjects with language support.
	Special Educational Needs (SEN)	I am a child who has needs that require additional support for cognitive, behavioural or emotional development. You must differentiate lessons to support my needs and I may have a Learning Support Assistant or special TA to support me in and out of class. I am listed on the register in one of four categories: Record of Concern, School Action, School Action Plus or Statemented. You will make an Individual Education Plan (IEP) with the SENCo and often me and my parents/carers.
	Gifted and Talented (G&T)	I am a child who needs to be challenged consistently, as I may lose interest and get bored. I often ask you the annoyingly hard questions. My everyday work may not match your expectations but I usually exceed your expectations on tests.

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Appendix 5 – RBKC staff responsible for Child Protection (Head teacher and/or your school’s CP officer deals with these people.)

Local Safeguarding Children Board

Robyn Daley	Designated Nurse for Child Protection	Kensington & Chelsea NHS Trust	07880 500159 robyn.daley@kc-pct.nhs.uk
Jean Brown	Family Support and Child Protection Adviser	RBKC Family and Children’s Services	020 7361 4074
Hilary Shaw	Principal Education Welfare Officer	RBKC Family and Children’s Services	020 7598 4876 hilary.shaw@rbkc.gov.uk
Antony Smith	Police Child Protection Team	Metropolitan Police Service	020 8246 0814 antony.smith@met.pnn.police.uk
Peter Robinson	LSCB Manager	RBKC Family and Children’s Services	020 7361 2473 peter.robinson@rbkc.gov.uk

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Appendix 6 – Sample Classroom Routines








Entry into building	Head Teacher / Assistant Head Teacher rings first bell and all children move to their teacher/TA (see playground diagram). On second bell, classes are called to walk off quietly in a line after their teacher/TA with the teacher midway through the line to ensure all children are together. The teacher ensures all children are settled before entering the building.
Walking on the stairs/in hallway	We are quiet in the stairs and hallways and we walk calmly in a line on the left side. There is no running ahead or lagging behind in groups. The class stops at each corner and the adult checks the line before moving on.
Entry into class	We enter classroom quietly and hang up coats / put home learning tasks away and sit quietly.
Packed lunches	We put packed lunches in the class lunch box at the beginning of the day. The class monitors take the box to the hall and bring it back at the end of lunch.
Taking class register	Children should have a set quiet activity (e.g. handwriting, spelling, times tables) to do quietly while the teacher takes the register (unless they are going to assembly).
Gaining attention of class	Adult raises her/his hand with finger over lips to get class attention. As each child notices, s/he raises her or his hand and puts a finger on lips to show s/he is listening.
Transition between tasks	Timer is set on interactive whiteboard for children to see how much time is left. Teacher provides one-three minute timed activity (change seats/put away or take out equipment etc) in which children may talk and move around.
Distributing equipment	Clear routines are set for distributing/using all equipment. Designated class monitors should distribute equipment such as whiteboards, markers, pencils, books, subject specific equipment. We wait quietly for equipment and raise their hands to show they still need it. Classroom monitors are changed each week/half term/term.
Late arrivals to class	We open the door, quietly enter and wait to be greeted.
Permission to leave the classroom	Children never leave class in groups unless accompanied by an adult. Children should not be sent around the school during learning time as far as possible.
Water bottles	We use water bottles every day, which sit on our desks. We fill them at morning and lunchtime breaks.
Toilet / water break	We use the toilet and get water during break times, NOT during class time. If a child has genuinely needs the toilet, s/he must calmly ask the teacher for permission to go to the toilet.
Lunch times Trainers	
End of day	At 3:20, we stop activities to ensure children are calm with a quiet activity and ensure all areas of the classroom are tidy and organised.
Exit from class	Children are called to line in groups/tables/in register order (DELETE AS APPROPRIATE). We stand calmly and quietly facing the front of the line. If anyone has difficulty lining up appropriately, s/he must sit down and try again when called. We exit the room in a line quietly with the adult midway through the line to ensure all children are together. The adult stops the line at the end of the corridor to check that the children at the back of the line are with the rest of the class. Children are picked up from the playground

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Appendix 7 – Sample Behaviour contract

Today is Kyreis, these are your targets



  	9:00—10:30	10:45—12:30	1:30—3:30
<p>target 1</p>  <p>To be respectful to all adults and children</p>			
<p>target 2</p>   <p>To point my knees and eyes at the teacher in learning times</p>			
<p>target 3</p>  <p>To try my best with my learning</p>			

Area

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How to print Active Studio flipcharts

Go to the main menu, select Flipchart, then select Print.
Once you've indicated what and how you want to print,
you must click on PRINT at the bottom (not OK).

