

Tracking Your Progress as a Teacher in Training

You will all be aware by now that in order to be awarded Qualified Teacher Status (QTS) you have to be judged as at least 'competent' in a number of statements of 'standards' detailed in DFE circular

These 'standards' are set out in 3 sections:

1. Professional Values and Practice (8 statements)

2. Knowledge and Understanding (8 statements)

3. Teaching this section is further subdivided into:

3.1 Planning, Expectations and Targets (5 statements)

3.2 Monitoring and Assessment (7 statements)

3.3 Teaching and Classroom Management (14 statements)

A total of 42 statements in all

Of course you cannot be expected to achieve competence in all of these areas at once but you must achieve **all** of the standards by **the end of** your course. Our duty as a college/school training partnership is to give you the opportunity to achieve each of the standards during the year.

We (the partnership) track your progress in achieving this through a number of routes including feedback in College sessions, written assignments, observation of teaching in at least 2 different schools and with a variety of different classes. This progress is recorded in your Professional Development (P.D.) forms during each of the phases. On two occasions (end of phase 4 and phase 6) this progress is reviewed in a **tri-partite** meeting between you, your subject mentor in school and your tutor from College. ***We want you, the student, to have a major input into these reviews.*** Good teachers can evaluate their strengths and weaknesses in the classroom and they improve because they can identify areas that need further development. We want you to be good teachers. We want you to identify areas from the standards in which you feel you have particular strengths and other areas which are perhaps not quite so strong, so that we can provide you with opportunities to develop. ***To this end we want you to be responsible for tracking your own progress against the standards and to use this tracking document to inform discussion and target setting at the tri-partite reviews.***

Download 3.4.1 'Tracking document school A'

What we have tried to do in this tracking document is to highlight the areas from the standards that we think a student should be achieving at each of 4 key stages [Phase 3 -Christmas), Phase 4 - end of block A, Phase 6 (Easter) and phase 7 (end of block B)]. Any areas that you have not managed at all, or in which you feel you need to develop further, can be targeted for the next phase (or for your NQT year in the case of phase 7). You may feel that you have moved into the standards described in the next phase- again you can highlight this as a **particular strength**.

It is difficult not to make this document a little repetitive .you will achieve many things many times over, and many of the statements in the standards overlap. It is difficult to break teaching down into a number of statements but that is what we have to attempt to do when we are observing/assessing you. All of this is open to discussion and the tri-partite review will formalise that procedure - **the tracking document will act as a guide for you to consider your own progress**.

<p>You must complete this document in time for your tri-partite review</p>
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By the end of phase 3 (end of the autumn term) we hope that you will be achieving the following:

1. Professional Values and Practice

Evidence

I have demonstrated that I

Treat pupils with respect and consideration, respect their social, cultural, linguistic, religious and ethnic backgrounds

Promote the positive values, attitudes and behaviour that I expect from my pupils.

Am beginning to understand the contribution that support staff and other professionals make to teaching and learning

Can improve my own teaching by evaluating it and learn from the effective practice of others.

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<Tracking document school A> Authored by Aftab Gujral, St. Martin College, Lancaster. Accessed from http://www.ase.org.uk/sci-tutors/structure/assessing_against_standards.php date created [Oct 2004] page <2> of <10>

<u>2. Knowledge and Understanding</u>	<u>Evidence</u>
I am Becoming more secure in the knowledge and understanding of all of the sciences at KS3 and in my specialist subject at KS4	
Becoming familiar with the Science National curriculum and the National Science Strategy for KS3.	
Becoming familiar with National strategy for KS3 in literacy and numeracy and ICT and the implications for teaching science	
Becoming aware of the expectations ,typical curricula and teaching arrangements in Key stage 2 and 4	
Beginning to understand how pupils' learning can be affected by their physical, intellectual, cultural, social and emotional development	
Becoming familiar with the SEN Code of Practice and know how to seek advice from specialists on SEN	
Increasing my range of strategies to promote good behaviour and establish a purposeful learning environment	

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3. Teaching

<u>3.1 Planning, expectations and targets</u>	<u>Evidence</u>
I	
Use realistic teaching and learning objectives to plan lessons and short sequences of lessons which are relevant to all pupils in my class based on evidence of their and current achievement	
Am beginning to take account of pupils' varying needs so that girls and boys from all ethnic groups can make good progress.	
Am selecting and preparing resources and planning their safe and effective use.	
Am beginning to plan for the deployment of additional adults who can support pupils' learning	
<u>3.2 Monitoring and Assessment</u>	
I am.....	
Beginning to make use of a number of assessment strategies to evaluate pupils' progress and use this information to improve my planning and teaching	
Monitoring and assessing as I teach and beginning to give feedback to support pupils as they learn	
Keeping appropriate records of pupils' progress and achievements.	

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<p><u>3.3 Teaching and class management</u></p> <p>I am</p>	<p><u>Evidence</u></p>
<p>Beginning to build successful relationships with my pupils centred on teaching and learning</p>	
<p>More able to teach independently using the National Curriculum programme of study for KS3, the QCA Schemes of Work and the KS3 National Strategy.</p>	
<p>Able to incorporate elements from the National strategy Literacy and Numeracy into my lessons.</p>	
<p>More able to structure my lessons in a way which interests and motivates pupils. I make my learning objectives clear to the pupils and employ interactive teaching methods and collaborative group work.</p>	
<p>Beginning, with the help of experienced teachers, to differentiate my teaching to meet the needs of more able pupils and those with SEN.</p>	
<p>Beginning ,with the support of an experienced teacher, To help those pupils who are learning English as an additional language</p>	
<p>Organising and managing teaching and learning Time effectively.</p>	
<p>Able to organise and manage practical work safely And effectively</p>	
<p>Setting high expectations of pupil behaviour and establishing a clear framework for classroom Discipline</p>	
<p>Providing homework which consolidates and extends Work carried out in class.</p>	

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Targets from Phase 3

1. Professional values and practice

2. Knowledge and Understanding

3 Teaching

3.1 Planning, expectations and targets.

3.2 Monitoring and assessment

3.3 Teaching and Class Management

Phase 4

The end of phase 4 is the end of your mini block teaching practice in your 'A' school.

This tracking document and the summary on page **MUST be completed for your tri-partite review.** This document will form the basis of this review

In addition to the targets left from phase 3;

1. <u>Professional Values</u>	<u>Evidence</u>
I have high expectations of all pupils irrespective Of their background.	
I have a better understanding of the contribution That support staff and other professionals make to Teaching and learning.	
I can communicate sensitively and effectively with Parents recognising their role in pupils' learning.	
I am motivated and increasingly able to take Responsibility for my own professional Development.	
2. <u>Knowledge and Understanding</u>	
I am familiar with the National Curriculum at KS3 in Science and I am becoming more familiar with KS4 and GCSE Syllabus	
I am aware of the expectations, typical curricula And Teaching arrangements in KS2	
I am using a wider range of strategies to promote Good behaviour and establish a purposeful Working environment.	

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3. Teaching

<u>3.1 Planning, expectations and targets.</u>	<u>Evidence</u>
I am setting more challenging teaching and learning objectives which are relevant to all of the pupils in my class and basing these on my knowledge of the pupils and the range and content of work relevant to pupils in that age range.	
I am preparing resources to take account of pupils' interests and their language and cultural backgrounds (with the help of other staff)	
My organisation of class practicals is becoming more effective and I always take account of safety considerations	
<u>3.2 Monitoring and Assessment</u>	
With the help of other teachers I am more able to identify and support more able pupils and those working below age-related expectations.	
I am beginning to analyse the language demands in my lessons in order to help all pupils but in particular those pupils learning English as an Additional Language.	
I keep and use systematic records of pupils' Progress and achievements in order to help Pupils, inform planning and report to Colleagues and parents.	

<u>3.3 Teaching and Class Management</u>	<u>Evidence</u>
I have built good working relationships with all/ most of my classes where diversity is valued and where pupils feel secure and confident	
I am more able to teach independently my specialist subject at KS4 using the National curriculum Programme of Study and GCSE syllabus	
I am able to teach a clearly structured sequence of lessons in which I make my learning objectives clear to pupils and employ interactive teaching methods and group work.	
I am more able to differentiate my lessons	
I am <u>beginning</u> to use ICT in my teaching	
I am <u>beginning</u> to manage the work of teaching assistants or other adults to enhance pupils' Learning.	
I am more able to recognise and respond effectively to equal opportunities issues as they arise in the classroom.	

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Trainee

School Mentor

This is a summary of the tracking document and highlights areas of strength and targets for further development.

1. Professional Values and Practice

Particular Strengths

Targets for B Placement

2. Knowledge and Understanding

Particular Strengths

Targets for B Placement

3. Teaching

Particular Strengths

Targets for B placement