**Evidence for Teachers Standards 2 – Guidance**

An example list of suitable evidence against the new Teachers' Standards (2012).

**Standard 2 - Promoting Good Progress and Outcomes by Pupils.**

2a) Be accountable for pupils’ attainment, progress and outcomes.

* pupil progress meetings – including teachers’ own analysis of data, impact & progress of vulnerable group
* intervention & impact – evidence of interventions in place. Even if outcomes or progress is limited, is there evidence of actions?
* learners’ views, pupil knowledge of target
* parents’/ carers’ views – evidence of meetings
* IEP reviews, Personal Support Plans
* progress against targets - teacher tracking
* students responses to written feedback
* case studies for individual pupils or groups
* book scrutiny; marking in books & indicating next steps
* planning scrutiny - planning that reflects gaps analysis/data interpretation
* pupil voice: ‘I have met my target’

2b) Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.

* impact of intervention
* use of assessment to inform planning
* understanding of tracking documents/ systems in school & demonstration of using them
* key questions identified in planning
* APP sheets/ Planning linked to APP
* baseline assessments
* use of school pastoral systems, e.g. attendance
* parents, including home visits
* other professionals who are involved, e.g. speech therapists, etc.
* discussion with students/pupils – students planning?
* work scrutiny; quality of marking in books

2c) - Guide pupils to reflect on the progress they have made and their emerging needs.

* lesson observations
* student voice (process – not one-off conversation)
* peer evaluation; AfL
* IEP reviews
* response to marking and feedback
* class environment promoting space for reflection
* journals and diaries
* pupil awareness of development target
* marking to success criteria; pupils select own success criteria
* target setting
* learning conversations with students

2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

* lesson planning – for EAL, SEN, VAK learners
* student voice

Teaching Standard 2 - Promoting Good Progress and Outcomes by Pupils: cont.

* CPD/ staff training (and evidence of CPD in appropriate areas)
* varied and creative teaching styles e.g. paired work, team teaching (not single approach all lesson)
* evidence of independent learning tailored to pupils’ preferred learning style
* good balance of teacher talk & independent work
* feedback from, or providing for, lesson observations
* curriculum planning/skills progression

Examples of evidence could include the following:

Use of seat plans inc. identification of vulnerable children

Minutes of meetings with HOD

Results analysis

Interventions e.g extra lunchtime sessions

Target setting/tracking in books, self-assessment, mentoring

Participation in parent’s evenings

Evidence of marking and assessment

Completion of reports on CMIS

Use of AfL, differentiation etc

Use of CMIS for a variety of purposes

Completion of Progress & IEP reviews

Displays in classrooms/corridors

Varied use of mark schemes to assist pupil progress

Participation in inset activities

Planning informed by knowledge of different learning styles

Evidence of independent learning tasks in lessons

Contribute to department schemes of work/resource banks

PM reviews

Maintaining APP & teachers’ records

Exam and test outcomes

Creation of learning journals

Lesson observation formative feedback and post-observation

Annotated lesson plans (including differentiation)

Observations

Transition information