**Evidence for Teachers Standards 1 – Guidance**

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

**Standard 1: Set high expectations which inspire, motivate and challenge pupils**

1a) Establish a safe and stimulating environment shown by:

* making good use of rewards and sanctions, including celebration of good work.
* creating a positive atmosphere - pupil talk shows confidence to take part in discussions and respect for others' opinions.
* demonstrating the ability to work with parents/carers to establish positive behaviour.
* enabling active learning through engaging resources and activities.
* applying motivating learning objectives /outcomes.
* giving positive student feedback.
* developing independent learning.
* Innovating planning.
* ensuring that planning and delivery is designed to enthuse and inspire.
* demonstrating positive relationships with students.
* intervening in B4L as Tutor/ Mentor.

1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions by:

* ensuring that students know their targets and how to reach them.
* consistently using next steps marking.
* applying medium term objectives.
* embedding AfL.
* supporting and carrying out intervention to meet targets.
* using motivating learning objectives /outcomes.
* monitoring progress.
* demonstrating evidence of students meeting/exceeding targets.
* using effective tracking / analysis of data to close gaps.
* showing awareness of and cater for the needs of SEND, G&T and EAL pupils.
* demonstrating good quality lesson planning, showing clear and appropriate differentiation.
* planning lessons and schemes for a range of Key Stages and tiers.
* constructing seating plans in line with school policy.
* carrying out effective interventions.
* demonstrating awareness of vulnerable children / groups .
* using support staff effectively.
* using resources effectively .
* intervening in raising attainment as Tutor/Mentor.

1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils by

* modelling the behaviour, respect, politeness expected in and outside class, to children, colleagues and visitors.
* giving constructive and regular feedback to pupils.
* following school's behaviour code consistently, including sanctions and rewards.