

TEACHERS STANDARDS - MPS 5 and 6

Please read through the Teacher's Standards listed below and indicate whether you
Met / Require Improvement / did Not Meet
each area in your day to day practice in school. This can be used to identify foci for development within the school
and to help you identify areas for development within your own appraisal cycle. A great deal of evidence will be
found in your Appraisal Lesson Observation which will take place before your annual review.

Please fill in this form and pass to reviewer 5 DAYS before your annual Appraisal Review meeting. Discuss it with
your reviewer during the meeting, to help decide whether you have met your pm objectives.

PART ONE: TEACHING - A teacher must:

| 1 | Set high expectations which inspire, motivate and challenge pupils | Met | RI | NM |
|----|---|-----|----|----|
| 1a | maintain and develop a safe and stimulating environment for pupils of all abilities, needs and ages , rooted in and encouraging mutual respect | | | |
| 1b | continuously set differentiated goals and targets that stretch and challenge pupils of all backgrounds, abilities and dispositions | | | |
| 1c | demonstrate and encourage consistently the positive attitudes, values and behaviour which are expected of pupils. | | | |

| 2 | Promote good progress and outcomes by pupils | Met | RI | NM |
|----|---|-----|----|----|
| 2a | be accountable for high levels pupils' attainment, progress and outcomes | | | |
| 2b | be aware of pupils' individual capabilities and their prior knowledge, and plan teaching to build on these, differentiating SOW's and teaching | | | |
| 2c | guide pupils to reflect on the progress they have made and their emerging needs showing them how to improve theirs and others performance | | | |
| 2d | demonstrate a high level of knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in classroom teaching | | | |
| 2e | encourage and motivate pupils to take a responsible and conscientious attitude to their own work and study, as an example to others | | | |

| 3 | Demonstrate good subject and curriculum knowledge | Met | RI | NM |
|----|---|-----|----|----|
| 3a | have a very good knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil enthusiasm in the subject, and address misunderstandings to the improvement of pupil standards | | | |
| 3b | share and implement a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | | | |
| 3c | continually seek opportunities to promote and encourage high standards of literacy, articulacy and the correct use of standard English, in specialist subject and cross curricular activities | | | |
| 3d | if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | | | |
| 3e | if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | | | |

| 4 | Plan and teach well-structured lessons | Met | RI | NM |
|----|--|-----|----|----|
| 4a | embed knowledge and develop high levels of understanding through measurable objectives and lesson time | | | |
| 4b | promote and encourage a love of learning and stimulate children's intellectual curiosity | | | |
| 4c | consistently set challenging and meaningful homework and extension work . Plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | | | |
| 4d | reflect systematically on the effectiveness of lessons and approaches to teaching, developing own and other's teaching practice as a result of reflection | | | |
| 4e | contribute to and develop the design and provision of an engaging curriculum within the relevant subject area(s) | | | |

| 5 | Adapt teaching to respond to the strengths and needs of all pupils | Met | RI | NM |
|----|---|-----|----|----|
| 5a | use good levels of differentiation and approaches which enable pupils to be taught effectively. | | | |

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|----|--|--|--|--|
| | Effectively use LSA support in class when appropriate | | | |
| 5b | have a very good understanding of how a range of factors can inhibit pupils' ability to learn, and put effective systems in place to help overcome these | | | |
| 5c | apply an in-depth awareness of the physical, social and intellectual development of children, and develop teaching to support pupils' education at different stages of development | | | |
| 5d | have a clear understanding and respond to 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 demonstrate to others a variety of teaching approaches to enable them to achieve and progress . | | | |

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| 6 | Make accurate and productive use of assessment | Met | RI | NM |
| 6a | effectively use and develop assessment processes within the relevant subject and curriculum areas, including statutory assessment requirements | | | |
| 6b | make effective use of formative and summative assessment to ensure good levels of pupils' progress | | | |
| 6c | have a very good understanding of and use relevant data to monitor progress, set targets, and plan subsequent differentiated lessons for the promotion of learning | | | |
| 6d | give individual pupils regular, positive and effective feedback, both orally and through accurate marking, and ensure pupils to respond to the feedback. | | | |

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| 7 | Manage behaviour effectively to ensure a good and safe learning environment | Met | RI | NM |
| 7a | consistently implement clear rules and effective routines for behaviour in classrooms that promote learning , and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy | | | |
| 7b | communicate high expectations of behaviour, and implement a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | | | |
| 7c | manage all classes effectively, using a range of approaches which are appropriate to pupils' needs in order to involve and motivate them and improve standards of achievement | | | |
| 7d | maintain and develop very good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | | | |

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| 8 | Fulfil wider professional responsibilities | Met | RI | NM |
| 8a | make a positive and effective contribution to the wider life and ethos of the school, encouraging others to do the same | | | |
| 8b | develop effective professional relationships with colleagues, knowing how and when to draw on and give advice and specialist support | | | |
| 8c | deploy support staff effectively | | | |
| 8d | take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues | | | |
| 8e | communicate effectively with parents to develop pupils' achievements and well-being. | | | |

(Standards for **MPS 1 and 2** shown in black, for **MPS 3 and 4** in red and for **MPS 5 and 6** in blue)

Self-Review of Teacher Standards:

Standards MET (i.e. 3b, 4a, etc.)

Standards REQUIRE IMPROVEMENT.....

Standards NOT MET

Teacher Name

Date.....