

## Professional Skills and Abilities

### 3.1 Curriculum and Pedagogy

#### 3.1.1 Plan effectively to meet learners' needs

The Standard	What might this look like?
<p><input type="checkbox"/> As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"><li>• plan coherent, progressive and engaging teaching programmes which address the needs of every learner;</li><li>• plan learning in accordance with current curriculum guidance, including in Gaelic medium education where appropriate;</li><li>• identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;</li><li>• communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy;</li><li>• ensure teaching builds confidence and promotes the progress of every learner; and</li><li>• plan learning that is creative, sustainable and uses available resources.</li></ul>	<p><input type="checkbox"/> Do my plans state clearly what I expect the pupils to learn, the methods I will use to teach them and the ways in which I will assess learners' progress?</p> <p><input type="checkbox"/> Have I made use of national, local and school policies/ programmes / guidelines when considering the above?</p> <p><input type="checkbox"/> Do I take account of both structure and balance within the curriculum I am offering? How does this relate to the curriculum rationale within the school?</p> <p><input type="checkbox"/> Have I taken account of the knowledge, understanding and skills which I want the pupils to develop?</p> <p><input type="checkbox"/> In what way does my learning take account of prior learning and the progression framework?</p> <p><input type="checkbox"/> In what way do I take account of data and use the analysis of this to improve attainment for the learners in my class? How do I track the progress of the learner?</p> <p><input type="checkbox"/> In what way does my planning enshrine the ROA, whilst taking account of the learners' interest and knowledge and prior learning?</p> <p><input type="checkbox"/> Have I referred to previous assessments to ensure that I am building on pupils' prior learning and experiences? Do I understand what is meant by the progression framework?</p> <p><input type="checkbox"/> Have I consulted with other staff members who have some responsibility for the learners within my class/es?</p> <p><input type="checkbox"/> Have I considered the role of homework as part of my planning in an effort to ensure that work provided is worthwhile, meaningful and relevant?</p> <p><input type="checkbox"/> Have I read the school's Homework Policy?</p>

	<input type="checkbox"/> Do I have clearly stated learning intentions, success criteria and assessment strategies?  <input type="checkbox"/> In what way do I take account of pupils' cultural differences? How do I demonstrate this?  <input type="checkbox"/> Do I plan learning activities designed to develop learners' creativity? What resources do I use? Do I make effective use of resources within the school/ the local area?
--	---

### **Rubric Statements**

**I demonstrate my ability to plan responsively for long, medium, and short-term, using my school's planning formats.**

**Where relevant, I plan across different year groups, different courses, and to meet the needs of all learners, in line with the school's expectations.**

**I plan appropriately across all subjects I have responsibility for and ensure that I include opportunities for literacy, numeracy, health and wellbeing and the development of skills for life, learning and work.**