

Monitoring the learning of trainee teachers: 2026-27

Introduction

Formative assessment of our trainees throughout the course of the year is focused on **five strands** that monitor their progress in mastering the knowledge and skills of teaching as set out in our ITE curriculum:

- **Strand One** - Establishing An Appropriate Environment For Learning: High Expectations And Managing Behaviour
- **Strand Two** - Supporting Pupils To Learn Effectively: How Pupils Learn, Classroom Practice And Adaptive Teaching
- **Strand Three** - Understanding What To Teach: Subject And Curriculum Knowledge
- **Strand Four** - Monitoring The Learning And Progress Of Pupils: Assessment
- **Strand Five** - Building A Professional Identity: Professional Behaviours

It is a robust model that avoids the premature use of the summative Teachers' Standards, yet is carefully designed to ensure that trainees have the opportunity to demonstrate achievement of all of the [Teachers' Standards \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (July 2011, updated July 2021).

It is informed by and aligned to the [Initial Teacher Training and Early Career Framework \(ITTECF\)](#) (January 2024), aiding transition when our successful trainees begin their teaching careers.

We have used terminology common to the ITTECF, grouping qualities, skills and competencies under the headings of Novice, Advanced Beginner, Competent and Proficient. The anticipated stages of development through their Early Career, typically pick this up at the Advanced Beginner level and extend beyond Proficient to Expert as shown in the diagram below:

Progression during Initial Teacher Training year:



Subsequent progression throughout Early Career and beyond:



Using these Assessment Criteria

The competencies indicated in the five Strands should be used formatively, **during weekly mentor meetings, after lesson observations** and alongside the **Weekly Training Plan**, to promote an **on-going professional conversation** about how trainee teachers are gaining, applying and refining the knowledge and skills set out in our ITE curriculum, and to help establish precise actionable improvements each week. The suggested indicators for each strand are not prescriptive, and they do not detail precisely how specific aspects of achievement may be evidenced, but in practice this is likely to include classroom observations, lesson plans, resources, self-evaluations, pupil work, subject knowledge audits, records of feedback, assignments and completed directed tasks.

These strands should be used **formatively** at the end of placement one and mid-way through placement two as a means of tracking progress to date and inform the discussions and targets set during the trainees' school-based mentor meetings and University Teacher Learning Tutorials. You will be used **summatively** at the end of placement two, alongside confirmation of the trainee having met the **Teachers' Standards**.

The **online reports** should reflect the progress made against our ITT Curriculum and the Themes and foci shared in the Weekly Training Plans. This should be evidenced throughout the trainee's placement, in their classroom practice and through them sharing with their mentor evidence of their progress by the end of the following weeks:

- The final week of the Autumn Term
- The week leading up to the Easter Holiday
- The week after the May ½ term holiday

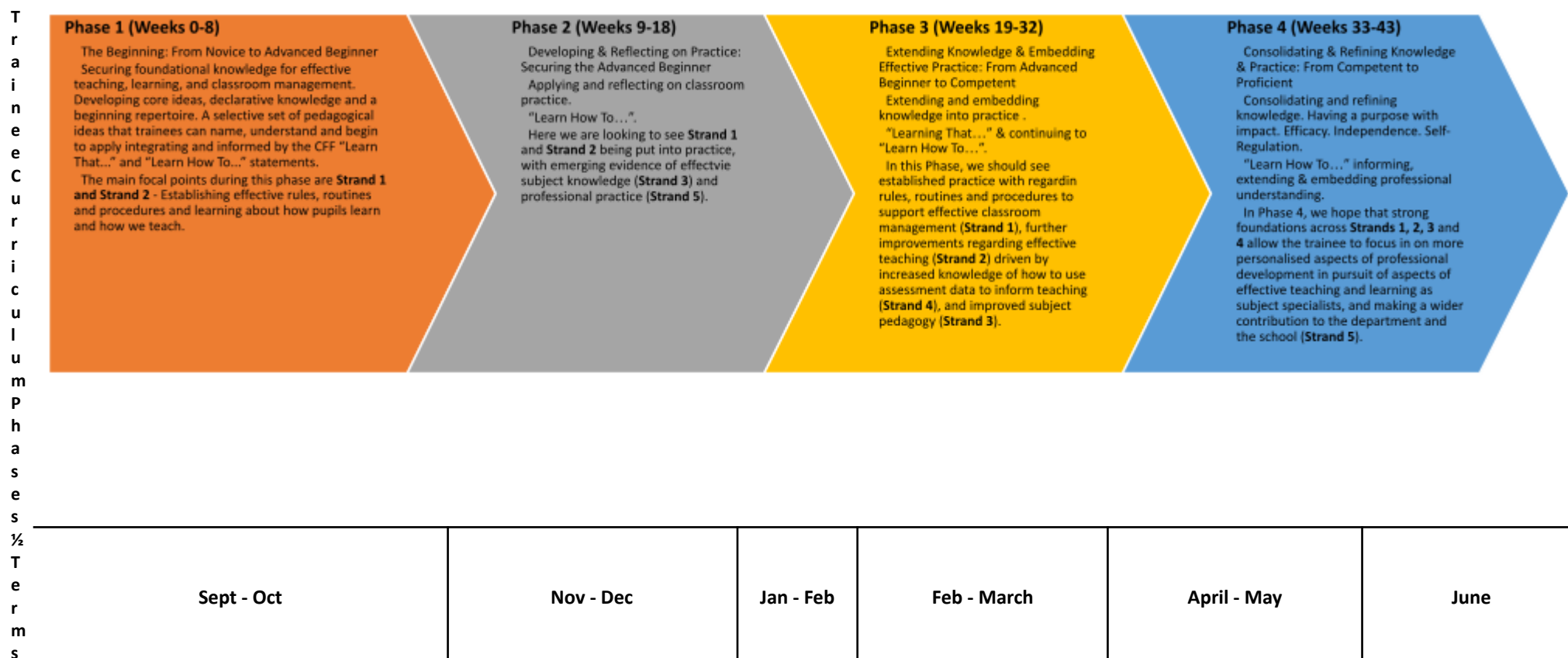
Please note: All trainees must have progressed to **at least** 'Advanced Beginner' in **all five strands**, **and** meet the Teachers' Standards, to be recommended for the award of QTS. Our **ambition** is that by the end of the training year all trainees are Competent or Proficient across **all five strands** in order to better prepare them for their early career and the 2-year support programme based on the ECF that they will undertake in their employer's school.

Tracking Trainee Progression

As outlined above, the School's Subject Mentor and trainee teacher will meet, at three points in the year, to determine how well the qualities within the five-strands have been displayed. These reports will inform discussions between the trainee teacher and their Teacher Learning Tutor during University Tutorial Sessions where targets are set for the next phase of the trainee's development and in confirming that they have met the Teachers' Standards.

Due to the sequence of learning planned within our ITE curriculum, it is likely that trainees will develop strengths in some areas ahead of others and this is to be expected. The order of knowledge and skill development is indicated clearly within the ITE Curriculum Plan, the trainee's Weekly Focus Tasks and in the Weekly Training Plan that you will be sent regularly throughout the programme (if for any reason you do not receive these Weekly Training Plans, please contact SecPGCE@ncl.ac.uk). These Phases are shown below for reference:

The figure below illustrates, in summary, the top-level alignment of the strands of the Trainee Curriculum and ITTECF with the Terms of the School-Year. The Trainee Curriculum covers their four developmental phases which blend across the school terms allowing and encouraging an interplay between what trainees learn at University and their school-based experiences. There is also some flexibility, recognising that not all trainees will progress in all Strands at exactly the same rate, while helping to set key milestones for our expectations:



The levels of achievement will be appropriate for the stage they are at in their training, and will have been evidenced throughout the term as the placement activity has taken place. The criteria should be used to inform the written comments about areas of success and areas of development for the next stage of the trainee's training & career development. The criteria are also designed to be used to help identify trainee progress and in turn, how they might progress to the next stage.

Please note, it is unlikely that a trainee will fit neatly inside one level or band, and as such we do not expect mentors to make a judgement of overall progress against these five Strands at the Christmas or Easter review-points.

At Easter, if a trainee is still only at Novice level for any of the criteria in any of the Strands, the reasons for this and targets moving forward should be clearly stated within the online report so that the trainee, mentor and university tutor are all aware of what steps are required to improve the level achieved. This should then be closely monitored on a weekly basis and progress documented by the trainee teacher in their online weekly log.

This model of assessment is a significant change to the previous form of ongoing assessment against the Teachers' Standards, which was often viewed as a rather reductive form of assessment, and distracted trainees and their mentors from learning the precise things that will improve their teaching. By recognising particular knowledge, skills and qualities of effective interaction, characteristics of effective classroom practice and behaviours, we intend that both Mentor and Trainee have a very clear understanding of what has been achieved and what needs to be developed further.

This document should be used alongside the **Weekly Training Plan** and reviewed during the weekly mentor meetings to inform the subject-specific feedback trainees receive. As a result, trainees should consider their progress in light of their stage of training, their received curriculum (both as part of their University training and their school-based practical experiences), and mentors should consistently set trainees targets that will make a meaningful contribution to their development as subject teachers according to their Phase of expertise for each Strand.

Strand One - Establishing an appropriate environment for learning: High Expectations and Managing Behaviour

Indicators for the progress of trainee teachers could include:

Novice Novices still need clear instructions on how to do something to do it. Needing constant support best describes your practice.	Advanced Beginner The novice becomes an advanced beginner when you can start to troubleshoot your problems and work on your own. Needing some support best describes your practice.	Competent Competency develops as the trainee teacher becomes more independent and your judgement as to what solutions exist become increasingly sound. Regularly best describes your practice.	Proficient Moving to proficiency, the trainee teacher is largely autonomous and is developing an intuitive sense of what works. Sustained and consistent best describes your practice.
Much of the time, you can explain the importance developing an atmosphere conducive to learning. You are aware of the need to develop a rapport with learners. You are aware of the school's behaviour policy and the use clear rules and routines to manage behaviour. In discussions you show some awareness that planning appropriate lessons that challenge learners and employing appropriate strategies will contribute to improvements in behaviour management. You are mostly reliant on additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. You require clear, step-by-step instructions for managing student entrances and exits effectively. You have planned cues to gain attention, but these do not consistently capture whole-class attention You are aware of the school's framework of praise and reward to reinforce high expectations of student work. You use direct interventions, which can disrupt lesson flow to address minor misbehaviours.	You are beginning to encourage pupils to participate and contribute in an atmosphere conducive to learning. You are beginning to develop a rapport with a range of individuals and groups. As a consequence of this more pupils are becoming engaged in their learning. You understand the school's framework for behaviour and you are beginning to apply rules and routines. You are starting to recognise that planning appropriate lessons that challenge learners and are beginning to employ appropriate strategies that contribute to successful behaviour management. You understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated and can describe factors contributing to this more challenging behaviour. You apply basic routines at lesson starts and ends but can struggle with consistency of application. You use basic attention signals, though some students may not respond immediately. You understand how to apply the school's framework of praise and reward to reinforce high expectations. You use non-intrusive corrections but may escalate to more intrusive methods too quickly.	You are becoming reliable in encouraging pupils to participate in and contribute to an atmosphere conducive to learning. You are becoming well respected by learners and consequently, most pupils are engaged in their learning. You work within the school's framework for behaviour and you are beginning to apply rules and routines consistently and fairly most of the time. You are beginning to employ a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively. With some support you are able to make use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. You have started to show understanding of how barriers to learning can impact on pupil behaviour and have begun to plan & apply strategies to address these, working alongside experienced teachers and support staff as appropriate. You have structured routines in place at the starts and ends of lessons. These are mostly successful and maximise learning time. You use varied strategies to gain attention, which are effective. Much of the time you have high expectations and motivate most students to complete work to a high standard. You apply non-verbal or quiet cues effectively, minimising disruption while addressing behaviour.	You constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. There are high levels of mutual respect between the trainee and pupils and pupils and pupils. Pupil engagement is high. You are responsive and adaptable, applying the school's rules and routines consistently and fairly. You effectively employ a range of strategies that experienced teachers use to promote positive behaviour. Negative pupil behaviours are minimal and when you occur, you are appropriately managed. Your planning demonstrates an understanding of potential barriers to learning and appropriately plan for strategies to address these, working regularly and effectively alongside experienced teachers and support staff as appropriate. Your routines are embedded and pupils are starting to self-regulate their learning behaviours. You use well-timed signals that gain immediate, focused attention and successfully adjusting for different class dynamics. There is evidence that your use of praise is leading to some learners becoming intrinsically motivated to complete work to a high standard. You skilfully use brief, unobtrusive interventions, maintaining lesson momentum and student focus.

ITAP 1 – Establishing a secure environment for Learning				
Active ingredient	Novice	Advanced Beginner	Competent	Proficient
Entrance routines 1. Approach & Arrival 2. Crossing the Threshold 3. Initial Action & Activity	You have an awareness of the importance of your presence during arrival but may not always position yourself effectively. You can greet students but may do so inconsistently or without clear purpose. You have an awareness of the need to gain pupil attention during transitions but may rely on basic cues and struggle to maintain focus as students settle. You can give initial instructions but may need to repeat them. You have an awareness of the need to monitor students as they begin tasks but may focus on a small area of the classroom or delay addressing off-task behaviour. You can give initial directions but may struggle to maintain momentum.	You can position yourself strategically (e.g., at the door or “Pastor’s Perch”) to acknowledge students as they arrive. You have started using student names and positive greetings to build rapport but may not always use this time to reinforce expectations. You can use verbal and non-verbal cues to guide students into the classroom and have started using consistent language to support settling. You have begun using pauses and scanning to secure attention but may still experience delays in student focus. You can direct students effectively at the start of an activity and have started scanning the room to check engagement. You have begun using simple praise and corrections but may miss subtle off-task cues.	You have established a consistent routine for arrival, positioning yourself to scan the room while acknowledging students individually. You can use greetings to reinforce classroom culture and pre-empt potential behaviour issues. You have developed consistent strategies for smooth transitions, using clear instructions, deliberate pausing, and effective voice control. You can secure attention quickly, guiding students to settle and begin tasks promptly. You have developed a consistent approach to monitoring and can circulate the room strategically, providing clear directions, praise, and timely corrections. You can maintain student focus while supporting those who need help.	You can seamlessly combine strategic positioning, personal acknowledgment, and classroom scanning to create a calm, purposeful start. You have the skill to notice subtle cues in student behaviour and respond with praise or redirection before issues arise. You can effortlessly manage transitions, ensuring students cross the threshold calmly and settle with minimal prompting. You have the ability to combine non-verbal cues, scanning, and concise instructions to create a focused start to the lesson. You can direct, monitor, and correct instinctively, using a balance of verbal and non-verbal cues. You have the skill to maintain whole-class focus while addressing individual needs, using praise and redirection to reinforce positive behaviours and keep learning on track.
Exit Routines 1. Effectively Finishing a Learning Task 2. Gaining the Attention of the Class 3. Reminding Students of Expectations 4. Clear Instructions.	You have an awareness of the need to close learning tasks clearly but may rely on simple prompts or allow tasks to end abruptly. You can struggle to signal when the task is coming to an end. You have an awareness of the need to refocus the class but may use prompts inconsistently. You can find it challenging to secure full attention quickly. You have an understanding of the importance of setting expectations but may only do so reactively or inconsistently. You can sometimes overlook the value of clear, proactive reminders. You have an awareness of the need for clear instructions but may sometimes overload information or assume understanding. You can struggle with sequencing steps simply.	You can use time warnings and verbal cues to signal the end of a task. You have begun to summarise key learning points but may not always link them to future learning. You can use verbal or non-verbal cues to get students’ attention and have started varying your approach depending on the situation. You can hold brief pauses to encourage quiet but may still need to repeat cues. You can state expectations before transitions and have begun to reinforce them positively. You have started using specific language but may not always link it to behaviour outcomes. You can give basic, step-by-step instructions and have started to use pauses to check understanding. You have begun using visual or verbal cues to support clarity.	You have a clear routine for finishing tasks and can guide students through the process of reviewing their work. You can connect the task to future learning and use praise to reinforce effort and progress. You have reliable strategies for gaining attention and can use voice control, non-verbal signals, and deliberate pausing effectively. You can adapt your approach to different class dynamics. You have established routines for reminding students of expectations and can communicate these clearly and consistently. You can balance reminders with praise and corrections to guide behaviour. You have a structured approach to giving instructions and can break down complex tasks into manageable steps. You can use scanning, pausing, and questioning to ensure clarity.	You can seamlessly integrate time management, reflection, and transition into task endings. You have developed the ability to summarise learning, highlight next steps, and ensure students feel a sense of completion and achievement. You can consistently gain the class’s attention swiftly and calmly. You have refined the use of varied cues, non-verbal signals, and voice modulation to control transitions and maintain a calm, focused environment. You can anticipate when expectation reminders are needed and use them to prevent issues before they arise. You have developed a calm, authoritative tone and use positive reinforcement to sustain the desired behaviours. You can deliver concise, well-sequenced instructions that students can follow independently. You have refined your use of voice control, non-verbal cues, and deliberate pausing to maximise clarity and minimise

				confusion.
Gaining Attention 1. Position yourself where all students can see you. 2. Use a verbal or audible prompt to get students to focus on you. 3. Pause, scan, and respond to students' behaviour	You have an awareness of the importance of being visible to all students but may not consistently position yourself effectively. You can sometimes forget to check sightlines. You have an understanding of the need for prompts but may use them inconsistently. You can struggle with timing or selecting effective cues, leading to varied student responses. You have an awareness of the importance of pausing and scanning but may rush the process or overlook subtle behaviours. You can sometimes respond inconsistently or too late.	You can adjust your position to ensure most students can see you and have started using strategic spots like the "Pastor's Perch," though you may still have occasional blind spots. You can use simple verbal or audible prompts (e.g., countdowns, claps) with some success. You have started to develop control over tone and volume but may still overuse or underuse these strategies. You can deliberately pause and scan the classroom, recognising basic off-task behaviours. You have begun using student names and simple praise but may still miss less obvious cues.	You have developed the habit of positioning yourself so all students have a clear view. You can anticipate sightline issues and adjust your positioning naturally during lessons. You have a range of verbal and audible prompts and can choose the right one for different situations. You can control your voice effectively, using tone and volume for impact, and you can adapt your approach to suit your class. You have the ability to pause and scan systematically and can consistently notice and respond to a range of student behaviours. You use clear communication, targeted praise, and non-verbal cues to maintain focus.	You can seamlessly move between strategic positions, such as the "Pastor's Perch," ensuring high visibility. You have an instinctive awareness of student engagement and use positioning to support classroom management without disrupting the flow of the lesson. You can integrate prompts effortlessly into your lessons. You have the ability to adjust cues based on class dynamics, use non-verbal signals alongside audible prompts, and consistently secure students' attention quickly and calmly. You can instinctively pause, scan, and respond with control and precision. You have developed strong voice control, use non-verbal cues effectively, and can quickly identify and address off-task behaviours, maintaining a positive and focused classroom environment.
Managing behaviour through least intrusive interventions.	You have an awareness of least intrusive interventions and their purpose in maintaining classroom behaviour, and you can recognise when they might be useful, but you rely on more reactive approaches and are still developing confidence in using them consistently.	You can use a range of least intrusive interventions, such as non-verbal cues, positive group corrections, and anonymous individual corrections, but your application may be inconsistent, and you are still refining your judgement on when and how to use them effectively.	You embed least intrusive interventions into your teaching, confidently using non-verbal interventions, private corrections, and public praise while maintaining a calm and authoritative presence, ensuring that behaviour management does not disrupt learning.	You seamlessly integrate a range of least intrusive interventions, using teacher positioning, tone, and body language to anticipate and prevent issues, while balancing private and public praise and corrections to maintain high expectations and a positive classroom climate.

Strand Two - Supporting pupils to learn effectively: How Pupils Learn, Classroom Practice and Adaptive Teaching

Indicators for the progress of trainee teachers could include:

Novice Novices need clear instructions on how to do something in order to do it. Needing constant support best describes your practice.	Advanced Beginner The novice becomes an advanced beginner when you can start to troubleshoot your problems and work on your own. Needing some support best describes your practice.	Competent Competency develops as the trainee teacher becomes more independent and your judgement as to what solutions exist become increasingly sound. Regularly best describes your practice.	Proficient Moving to proficiency, the trainee teacher is largely autonomous and is developing an intuitive sense of what works. Sustained and consistent best describes your practice.
You can explain the importance of having a basic awareness of pupils' capabilities and prior achievements when planning. You have an awareness of key ideas and concepts (schema) including reference to NC POS / Specifications and SOW and can articulate this when making decisions about planning. With support, you are able to identify some appropriate teaching strategies to check recall and retention of knowledge. With support, you can identify some opportunities to assess learners' understanding and how to collect feedback. You are able to explain why you have made specific choices of teaching strategies in planning. You know that teachers are accountable for the attainment, progress and outcomes of pupils. With support from experienced colleague / s, your pupils are seen to be making some progress with isolated and basic aspects of subject knowledge and associated skills within the lesson. You can describe your ideas when planning however, support is still essential when deciding task choice, timings of activities and in managing the pace of delivery. Explanations are often overly complex or lack detail. In some lessons you are starting to ask simple closed questions of pupils to check for understanding but may not respond effectively to pupil responses.	Your short- and medium-term planning and teaching demonstrates an understanding of, and some provision for, pupil progression taking into account prior achievement. Planning is beginning to consider a review of key ideas and concepts, along with possible misconceptions that pupils may have. With support, you are able to use some appropriate teaching strategies to check recall and retention of knowledge and respond to pupil responses. With support, your planning includes activities which allow pupils to reflect on their learning. You are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. You understand how teachers are accountable for the attainment, progress and outcomes of pupils and have begun to demonstrate how to take responsibility for this. With some support from experienced colleague / s, more pupils are starting to be seen to be making progress in developing knowledge, skills and understanding in the subject matter. With some support, you are beginning to plan learning sequences within lessons using a range of teaching strategies. Pace and sequence of activities is mostly sound. Explanations are becoming clearer. You are beginning to use visual supports where relevant.	You demonstrate an understanding of the need to develop pupil learning over time, helping pupils to develop your subject specific schemata. Your planning is informed by some knowledge of how pupils learn, with the use of strategies to support pupils' working memory. Your medium term planning is starting to structure learning to help pupils transfer knowledge into your long-term memory. You are able to design tasks to check recall and retention of knowledge based upon the powerful knowledge pupils need to know in your subject. You are beginning to act upon the 'assessment data' you gather from these strategies. You are able to design tasks in response to assessment feedback which support pupils in reflecting on their own learning and the next steps in the learning. You are beginning to use this data, along with other forms of assessment, to inform your future planning and teaching. You use your knowledge of effective teaching strategies (which could be informed by a sound evidence base) to encourage independent learning, and you set appropriately challenging tasks. You have begun to assume responsibility for the attainment, progress and outcomes of the pupils you teach. Your pupils are seen to be making good progress in developing knowledge skills and understanding in the subject matter. Pupils are starting to use prior learning to support your current learning, allowing the curriculum content to be covered at a good rate.	You demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how you are building on prior achievement. Your planning over time is informed by a secure knowledge of how pupils learn, with well-chosen strategies in place to support pupils' working and long-term memory. Your task-design to check recall and retention of knowledge is based upon the powerful knowledge pupils need to know in your subject. The schedule and type of task is responsive to pupil needs. Feedback corrects mistakes and it improves pupils' metacognition: how pupils think about and reflect on their own learning. Following assessment feedback, you design engaging and effective methods to support pupils in reflecting on their learning. This should include the use of strategies to increase pupils' metacognition and self-regulation. You use your knowledge of effective teaching strategies (which could be informed by a sound evidence base) to create opportunities for high-challenge for all and / or independent and autonomous learning. You assume a high level of responsibility for the attainment progress and outcomes of the pupils you teach. Your pupils are seen to be making very good progress - acquiring and developing new knowledge, skills and understanding which is sustained between lessons and enables the curriculum to be covered in depth.

You can explain the value of live modelling and in creating scaffolds or worked examples to support pupil learning. You show an awareness of the school's homework policy and can explain how this can sustain pupils' progress and consolidate learning. With support from expert colleagues, you are starting to evaluate the impact of your teaching and you are able to identify improvements which could be made in response to feedback. You are developing an awareness of how the department and its teachers work together to support effective teaching. You know some of your pupils well enough to identify the different needs and strengths of individuals. You show an awareness of some factors that can inhibit your pupils' progress and you can explain some of these when planning and teaching. You can explain how your planning and teaching is appropriate for your pupils' stages of physical, social and intellectual development. You are beginning to be able to explain how to support and engage pupils with SEND and recognise role of the SENCO / Inclusion Manager. You can explain that EAL pupils' language proficiency will vary (from "New to English", "Early Acquisition", "Developing Competence", "Competent" to "Fluent") and therefore will need different types of support.	You are beginning to ask better questions of pupils to check for understanding, wait-time is more appropriate and you are employing some strategies to collect answers from the whole class. You recognise the value of live modelling and have started to create your own scaffolds or worked examples to support pupil learning. You understand how homework can sustain pupils' progress and consolidate learning, and with support you have started to set & assess appropriate tasks. With some support, you are starting to review and reflect on your own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning. You are beginning to work collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop resources. You know many of your pupils well enough to recognise the different needs and strengths of individuals and groups and, with support, begin to adapt your teaching to address those needs and strengths so that learners are supported towards achieving your potential. You starting to show an awareness of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to overcome these barriers. Your planning and teaching is becoming more appropriate for your pupils' stages of physical, social and intellectual development. You begin to deploy strategies to support pupils with SEND, working alongside experienced teachers and support staff as appropriate. With the support of expert colleagues you begin to adapt teaching for EAL pupils largely through classroom organisation and seating and / or vocabulary instruction, drawing upon expert resources to do so (e.g. from The Bell Foundation).	Most of the time, you maintain a good pace of learning and are able to respond flexibly to what is happening in the classroom during your lessons. Explanations are becoming clear and effective, with new information delivered in suitable 'chunks' and with additional visual supports where relevant. You ask questions of pupils to check for understanding, employing a range of strategies to collect answers from the whole class and have begun using questions to deepen understanding. Q&A is starting to become dialogic. You are beginning to use live modelling with greater confidence, and you are frequently creating your own scaffolds or worked examples. You are now considering when to remove the supports at appropriate stages of pupil learning. You are beginning to design & set appropriate homework tasks to consolidate learning, providing timely feedback. You have demonstrated that you can learn from both successful and less effective lessons through your evaluation of the effectiveness of your practice, including its impact on learners. You make started to make a positive contribution to the development of curriculum resources in your placement settings. You know your pupils well, you have started to adapt your teaching to meet the needs of individual and groups of learners to support progression in learning. You know how to secure progress for learners and how to identify when groups and individuals have made progress. You are starting to employ a range of strategies that you can apply to overcome barriers and respond to the strengths and needs of your pupils. You clearly recognise how to deal with any potential barriers to learning and you are beginning to apply well-targeted interventions to support all learners,	When teaching you maintain a good pace of learning, are able to respond flexibly and effectively to what is happening in the classroom. Explanations are clear and highly-effective, with new information delivered in suitable 'chunks' and with additional visual supports where relevant. You ask questions of pupils to check for understanding, employing a range of strategies to collect answers from the whole class and are routinely using questions to deepen understanding. Where appropriate, Q&A is dialogic with pupils building upon the ideas of others. You confidently narrate the thought process when live modelling and when creating your own scaffolds or worked examples you can justify which approach is most appropriate given learning intentions and pupil needs. Support is removed when appropriate and there is a high degree of success for pupils. Homework or other planned out-of-class work sustain, promote and encourage pupils' interest, progress and consolidate learning. You can accurately judge the impact of your practice on individual and groups of learners and are highly reflective, using your evaluations to inform future planning, teaching and learning, and lead professional dialogue with your colleagues. You show initiative in contributing to curriculum planning, developing, producing and sharing effective learning resources in your placement settings. You have a powerful knowledge of your pupils, enabling them to proactively plan and adapt your teaching to meet the needs of all learners, noticeably supporting your progress in learning. You quickly and accurately discern your learners' strengths and needs and are proactive in adapting and employing a range of effective intervention strategies to secure progression for individuals and groups. You regularly and routinely make use of strategies that
--	---	---	--

		which may involve the appropriate deployment of available support staff. With some support, you are able to make reasonable adaptations for EAL pupils, which might include explicit vocabulary teaching, supporting reading comprehension, the use of speaking or writing frames, drawing upon expert resources to do so (e.g. from The Bell Foundation).	overcome barriers and respond to the strengths and needs of your pupils. You have an informed understanding of how effective different teaching approaches are in relation to the impact on learning and engagement of all learners. This may involve the appropriate and effective deployment of available support staff. With minimal support, you are able to make reasonable adaptations for EAL pupils, which might be more tailored to your level of language proficiency, and are starting to develop ways to assess EAL pupils' learning of subject content (not simply language ability), drawing upon expert resources to do so (e.g. from The Bell Foundation).
--	--	--	---

ITAP 3 – Modelling expert thinking to develop pupil metacognition and self-regulation

Active ingredients	Novice	Advanced Beginner	Competent	Proficient
Modelling expert thinking to develop pupil metacognition and self-regulation using the Plan, Monitor, Evaluate cycle.	You have an awareness of the Plan, Monitor, Evaluate (PME) cycle and its role in supporting pupil metacognition and self-regulation, and you can identify moments where it could be used, but you rely on teacher-led prompts and are still developing strategies to help pupils engage with each stage.	You can introduce structured opportunities for pupils to plan, monitor, and evaluate their learning, using scaffolds and simple metacognitive questions to guide their thinking, though these opportunities are often teacher-directed and may be limited to specific tasks.	You embed the PME cycle into more lesson routines, using consistent metacognitive questioning and well-designed tasks that require pupils to plan their approach, monitor their progress, and evaluate their outcomes, supporting them to reflect on and adjust their strategies more independently.	You provide pupils with opportunities to use the PME cycle independently, regularly asking metacognitive questions to prompt deeper thinking, and fostering a classroom culture where pupils actively plan, monitor, and evaluate their learning as part of their everyday practice.

ITAP 4 – Adaptive teaching

Active ingredients	Novice	Advanced Beginner	Competent	Proficient
Effective explanations	You have an awareness of the key features of an effective explanation and can identify when an explanation is clear or unclear, but your own explanations may be overloaded with information, lack structure, or fail to fully support pupil understanding.	You can simplify core messages and use basic models or pictures to aid pupil understanding, but you may not yet consistently connect abstract ideas to everyday experiences or anticipate where misconceptions could arise.	You structure explanations carefully, using models, analogies, and questioning to reinforce understanding, ensuring abstract concepts are made concrete, while also checking for pupil comprehension throughout.	You consistently craft precise, engaging explanations that balance clarity with depth, seamlessly integrating visual models, analogies, and well-pitched questions to develop deeper thinking and ensure pupils can apply their learning in different contexts.
Questioning	You have an awareness of the role questioning plays in responsive teaching and can ask basic recall questions, but your questioning may	You can use probing questions to explore students' thought processes and encourage some peer discussion, but questioning	You structure questioning exchanges to promote reasoning, justification, and peer discussion, using scaffolding, follow-up questions, and non-verbal	You seamlessly use questioning as a diagnostic and responsive tool, anticipating misconceptions, encouraging self-correction, and

	focus on getting correct answers rather than exploring thought processes or prompting deeper discussion.	sequences may be inconsistent, and you are still developing confidence in using follow-up questions and addressing misconceptions.	checks to engage all students while responding flexibly to their thinking.	deepening learning through layered, well-pitched exchanges that promote critical thinking and reflection across the whole class.
--	--	--	--	--

Strand Three - Understanding what to teach: Subject and curriculum knowledge

Indicators for the progress of trainee teachers could include:

Novice	Advanced Beginner	Competent	Proficient
Novices need clear instructions on how to do something in order to do it. Needing constant support best describes your practice.	The novice becomes an advanced beginner when you can start to troubleshoot your problems and work on your own. Needing some support best describes your practice.	Competency develops as the trainee teacher becomes more independent and your judgement as to what solutions exist become increasingly sound. Regularly best describes your practice	Moving to proficiency, the trainee teacher is largely autonomous and is developing an intuitive sense of what works. Sustained and consistent best describes your practice.
You demonstrate sufficiently secure knowledge and understanding of the topics being taught within your subject and are beginning to demonstrate this during lessons. You are developing an awareness of how learning progresses across the subject / curriculum age phases you are training to teach. You can identify some common pupil misconceptions within your subject area. Some of the time, you can respond appropriately to subject specific questions and are mostly using subject specific language to address learners' progress. You have started to develop your subject and pedagogical knowledge independently. You can explain the know the importance of modelling a good standard of oral and written literacy and Standard English and have started to make efforts to promote this with your pupils. You understand the need to support pupils' literacy in your subject area and when teaching your focus is primarily on identifying the subject-specific vocabulary required by your pupils.	You have secure knowledge and understanding of the topics being taught within your subject and can explain where these 'fit' in the wider curriculum. You can explain how learning progresses within and across the subject / curriculum age phases you are training to teach, in relation to the development of key concepts and of pupils' common misconceptions. You are starting to respond appropriately to subject-specific questions learners ask and you use subject-specific language accurately in order to help learners develop knowledge, understanding and skills in the subject. You are beginning to recognise the need to extend and update your subject and pedagogical knowledge as a key element of continuing professional development and have taken some steps to do so independently. You have started to demonstrate an understanding of the how to promote high standards of communication, reading and writing for all pupils and begin to build this into lessons. You understand the complexity of supporting pupils' literacy needs. With support you have begun to create resources to provide vocabulary instruction.	Your planning is beginning to show an awareness of how schema (curriculum components) within your subject are linked and interwoven to develop pupils' schemata to strengthen and extend learning opportunities. Much of the time, you make use of your curriculum and pedagogical subject knowledge to deepen pupils' knowledge and understanding, addressing common errors and misconceptions effectively in your teaching. You have started to routinely and effectively respond to subject-specific questions learners ask and develop learners' skills, depth of knowledge and schemata throughout this interaction. You have begun to extend and update your subject, curriculum and pedagogical knowledge using evidence informed research. You have begun to model good standards of written and spoken communication in all professional activities and often encourage and support pupils to develop these skills in your lessons. You are beginning to make good use of a range of well-selected strategies to support pupils' subject-specific literacy needs, including targeted vocabulary instruction, reading support, breaking down extended written pieces and scaffolds to improve pupils' speaking and listening capabilities.	You draw on your in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. You directly interlink schema (curriculum components) within and beyond your subject to develop and expand pupils' schemata, strengthening and extending your pupils' depth of knowledge and understanding. You demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in your planning and teaching. You proactively seek opportunities to prompt relevant subject-specific questions from your learners, and use this interaction to carefully and effectively extend pupils' skills, depth of knowledge and schemata. You are proactive and capable of critical engagement with evidence informed research in relation to your subject, curriculum and pedagogical knowledge, leading to practical wisdom and action. You model very high standards of written and spoken communication in all professional activities. You successfully identify, plan and exploit opportunities to develop pupils' skills, in communication, reading and writing. You fully appreciate how experts in your subject speak, read, write and listen effectively, which may differ from other subject disciplines, providing high-quality

			support to develop your pupils' subject-specific literacy needs informed by this knowledge.
--	--	--	--

ITAP 2 - Subject pedagogy (cognitive challenges and signature pedagogies)				
Active ingredients	Novice	Advanced Beginner	Competent	Proficient
1. Understanding the Challenges Faced by Pupils in Your Subject 2. Employing Signature Pedagogies to Overcome Challenges in Your Subject	You have an awareness of some common challenges pupils face in your subject, such as difficulties with key concepts, vocabulary, or subject-specific skills. You can recognise when pupils struggle but may not fully understand the underlying reasons. You have an awareness of some subject-specific teaching strategies but may rely on general approaches. You can apply basic methods but may not yet link them directly to specific pupil challenges.	You can identify specific challenges pupils encounter within your subject, such as misconceptions, gaps in foundational knowledge, or difficulties in applying subject-specific methods. You have started to recognise how subject complexity can create barriers for pupils. You can use a range of subject-specific strategies, such as modelling processes, using visual aids, or scaffolding tasks, to help pupils overcome common difficulties. You have started to link particular strategies to specific content or skills but may not consistently adapt them for different learners.	You have a clear understanding of the variety of cognitive, conceptual, and practical challenges pupils face in your subject. You can anticipate common misconceptions, identify where pupils are likely to struggle, and plan lessons that address these challenges effectively. You have developed a strong repertoire of signature pedagogies that are central to your subject. You can select and adapt strategies based on lesson content, learning objectives, and pupil needs. You use techniques such as modelling, questioning, scaffolding, and retrieval practice to support pupil understanding and correct misconceptions.	You have deep knowledge of the range of challenges pupils face across key stages and can diagnose the root causes of misunderstandings and learning gaps. You can tailor your approach to account for individual differences, prior knowledge, and specific learning needs, ensuring all pupils can access the subject content. You have a deep understanding of the most effective pedagogies for your subject and can expertly combine and adapt strategies to address a wide range of learning challenges. You design lessons and sequences that build knowledge and skills over time, promote critical thinking, and enable pupils to transfer knowledge to new contexts. Your practice is responsive, evidence-informed, and attuned to the needs of all learners.

Strand Four - Monitoring the learning and progress of pupils: Assessment

Indicators for the progress of trainee teachers could include:

Novice Novices need clear instructions on how to do something in order to do it. Needing constant support best describes your practice.	Advanced Beginner The novice becomes an advanced beginner when you can start to troubleshoot your problems and work on your own. Needing some support best describes your practice.	Competent Competency develops as the trainee teacher becomes more independent and your judgement as to what solutions exist become increasingly sound. Regularly best describes your practice	Proficient Moving to proficiency, the trainee teacher is largely autonomous and is developing an intuitive sense of what works. Sustained and consistent best describes your practice.
You can explain your understanding of the statutory assessment requirements for the subject / curriculum in the age phases you are preparing to teach. With support, you can show some evidence of the use of assessment strategies in your planning. You can explain how whole school and individual pupil data is used to set targets for groups and individuals. With support & direction, you can demonstrate how to monitor pupil progress and maintain records which, at this stage, you are unlikely to use to inform your planning. In accordance with your context, you can explain how to mark pupils' work and / or provide oral and written feedback to pupils that might help them to make progress. You can explain how self and peer assessment is used but has at this stage it minimal impact on pupil performance in your lessons. In checking for pupil learning, you are likely to be distracted by poor proxies for learning such as pupils "appearing busy".	You have a sound understanding of the statutory assessment requirements for the subject / curriculum in the age phases you are preparing to teach and with support are beginning to make broadly accurate assessments. Your planning is starting to include a range of assessment strategies, designed to support pupils in making progress. You are beginning to use these strategies in lessons You understand how school- and pupil-level summative data are used to set targets for groups and individuals, and you are starting to use that knowledge to monitor progress in the groups you teach. With some support, you have started to monitor pupil progress, gather data, and maintain accurate records of your attainment with some of your classes and are beginning to use this to inform your planning. In accordance with your context, you mark pupils' work and you are starting to provide appropriate written and or oral feedback to pupils to help them to make progress. Self and peer assessment is starting to be used and has some impact on pupil performance or future planning. With support, you are starting to focus on more appropriate proxies for learning when assessing pupil progress. .	You have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases you are preparing to teach. You starting to able to assess pupils' attainment accurately against assessment requirements. You beginning to use a range of appropriate formative assessment strategies effectively and can adapt your teaching within lessons in light of pupils' responses. You use feedback to evaluate the impact of teaching on the progress of learners and as a basis for adapting your teaching and classroom practice when necessary. You maintain accurate records of pupils' progress and you have begun to use these to set appropriately challenging targets. You assess pupils' progress and you have started to provide clear, structured feedback and begun to discuss assessments with them so that pupils know how well you have done and what you need to do to improve. With some guidance, you are beginning to analyse progress data to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. Self and peer assessment is beginning to be effectively structured with pupils able to support the learning of themselves or your peers. This is used to inform future planning. With some guidance, you are starting to plan assessment opportunities to effectively check for pupil understanding (this may include checking for metacognition) using appropriate proxies for learning.	You have a secure understanding of the relevant statutory assessment requirements. Your lessons include opportunities for pupils to practice and rehearse the application of your knowledge and skills, allowing your attainment to be assessed accurately and in line with statutory assessment objectives. You use a range of assessment strategies very effectively in your day-to-day practice to monitor progress and to inform future planning. You systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. You assess learners' progress regularly and work with them to accurately target further improvement and secure progress. This may include whole-class assessment to efficiently identify common misconceptions and errors, which is used to effectively support pupil learning through whole-class feedback. You are able to analyse pupil data and draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. Self and peer assessment is effectively and purposefully structured with pupils able to accurately support the learning of themselves or your peers. Pupils are moving towards self-regulation in your own work, and show a degree of metacognitive awareness that supports their own learning.

			You routinely, regularly and accurately check for authentic learning & understanding. The inferences you are making about pupil learning are largely secure.
--	--	--	--

Strand Five - Building a professional identity: Professional behaviours

Indicators for the progress of trainee teachers could include:

Novice	Advanced Beginner	Competent	Proficient
Novices need clear instructions on how to do something in order to do it. Needing constant support best describes your practice.	The novice becomes an advanced beginner when you can start to troubleshoot your problems and work on your own. Needing some support best describes your practice.	Competency develops as the trainee teacher becomes more independent and your judgement as to what solutions exist become increasingly sound. Regularly best describes your practice	Moving to proficiency, the trainee teacher is largely autonomous and is developing an intuitive sense of what works. Sustained and consistent best describes your practice.
You understand and are able to explain the ethos of the school and show an inclination to contribute to the wider life of the school. You collaborate with and support colleagues and understand the contribution that others make to raising attainment. You understand that you should ask for information and advice from specialist staff about individual pupils with specific needs. You are beginning to take responsibility for your own professional development by evaluating your practice, though these evaluations are supported by experienced colleagues. You recognise the importance of communicating with parents / carers and with support and guidance are able to do this with some support. You are aware of the need to organise themselves in order to meet set deadlines. During training sessions you can be distracted (eg arrive late, are on your phone, not fully engaged with content).	You uphold the ethos of the school and have started to make some useful contributions to the wider life of the school. This might involve through your role as a tutor. You have started to build effective professional relationships with various colleagues and you are developing the skills required to work collaboratively and supportively. Where relevant, you have started to communicate with any support staff deployed in your lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. Your evaluations of your practice are honest, critical and you are responsive to advice from more experienced colleagues. In evaluating your own practice you are starting to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. You communicate effectively at set points in the school year, including at parents' evenings and through written reports. You understand the need to communicate at other points in the school year in response to individual pupils' emergent needs. You are starting to put in place strategies to support your organisation such as making lists, mapping out your PPA time. You are more reliable in meeting deadlines.	You uphold the ethos of the school and are beginning to make a number of valued contributions to the wider life of the school. For example, through being a tutor, delivering extra-curricular clubs, leading assemblies. You build effective professional relationships with various colleagues and frequently work collaboratively and supportively with colleagues. Where relevant, you communicate with and have begun to direct any support staff deployed in your lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. Your evaluations of your practice are honest, critical + you actively seek out + are responsive to advice from more experienced colleagues. Following evaluation of your own practice you seek out + undertake personal professional development to meet the targets set. You assume some responsibility for communicating with colleagues or parents / carers at other points in the school year in response to individual pupils' emergent needs. You communicate effectively, both verbally and in writing, with parents + carers in relation to pupils' achievements and well-being. You consistently employ a number of effective strategies to organise your time and are largely reliable in managing the many demands of the role. During training sessions you are engaged eg taking notes, taking a supportive role in group tasks,	You are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. E.g. through being tutor or contributing to whole-school events/clubs/visits, you make a true impact on the wider lives of young people. You build strong professional relationships and demonstrate that you are able to work collaboratively and supportively with colleagues on a regular basis. Where relevant, you effectively communicate with and strategically direct any support staff deployed in your lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. You are highly-reflective, proactively seeking out opportunities for further professional development and sharing your learning with colleagues. Your actions, as a result of opportunities taken and advice from colleagues, have significant, positive impact in the classroom. You communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs. You successfully organise your time to manage the many demands of the role. You reliably meet deadlines.

	During training sessions you are largely engaged and are able to make some links between the training and your teaching.	answering and asking questions, able to suggest how you could employ content/ ideas in your own teaching.	During training sessions you are fully engaged and it is clear that you reflect upon and then employ elements of the training effectively into your practice.
--	--	---	---

Please note, the following text in red forms part of the Teachers' Standards Personal and Professional Conduct (PPC) and are **non-negotiable** at all levels of progress. If, following appropriate advice and guidance from the school, a trainee teacher fails to meet these fundamental expectations, please contact the trainee's University Tutor ASAP.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions of showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.