APPENDIX 1 – TEACHERS' STANDARDS

Preamble: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships; and work with parents in the best interests of their pupils.

TEACHERS' STANDARDS	TEACHERS SHOULD KNOW AND UNDERSTAND THAT:	TEACHERS SHOULD KNOW HOW TO AND BE ABLE TO:
TEACHER STANDARD 1 **Set high expectations which inspire, motivate and challenge pupils** • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	**1.** They have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. **2.** They are key role models, who can influence the attitudes, values and behaviours of their pupils. **3.** Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. **4.** Setting clear expectations can help communicate shared values that improve classroom and school culture. **5.** A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	**Communicate a belief in the academic potential of all pupils, by:** • Using intentional and consistent language that promotes challenge and aspiration. • Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance • are part of the daily routine. • Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes). **Demonstrate consistently high behavioural expectations, by:** • Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). • Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). • Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. • Acknowledging and praising pupil effort and emphasising progress being made.
TEACHER STANDARD 2 **Promote good progress and outcomes by pupils** • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.	**1.** Learning involves a lasting change in pupils' capabilities or understanding. **2.** Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. **3.** An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. **4.** Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. **5.** Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. **6.** Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. **7.** Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. **8.** Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. **9.** Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	**Avoid overloading working memory, by:** • Taking into account pupils' prior knowledge when planning how much new information to introduce. • Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). **Build on pupils' prior knowledge, by:** • Identifying possible misconceptions and planning how to prevent these forming. • Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). • Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. • Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. **Increase likelihood of material being retained, by:** • Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. • Planning regular review and practice of key ideas and concepts over time. • Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting.
TEACHER STANDARD 3 **Demonstrate good subject and curriculum knowledge** • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils'	**1.** A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. **2.** Secure subject knowledge helps teachers to motivate pupils and teach effectively. **3.** Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	**Deliver a carefully sequenced and coherent curriculum, by:** • Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. • Ensuring pupils' thinking is focused on key ideas within the subject. • Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.

interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	**4.** Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. **5.** Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. **6.** In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. **7.** In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. **8.** Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. **9.** To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. **10.** Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	• Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content). • Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts. **Support pupils to build increasingly complex mental models, by:** • Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge. • Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples. • Drawing explicit links between new content and the core concepts and principles in the subject. **Develop fluency, by:** • Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). • Using retrieval and spaced practice to build automatic recall of key knowledge. **Help pupils apply knowledge and skills to other contexts, by:** • Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. • Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems. **Develop pupils' literacy, by:** • Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling. • Supporting younger pupils to become fluent readers and to write fluently and legibly. • Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. • Modelling reading comprehension by asking questions, making predictions, and summarising when reading. • Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). • Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). • Teaching different forms of writing by modelling planning, drafting and editing.
TEACHER STANDARD 4 **Plan and teach well-structured lessons** • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching	**1.** Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. **2.** Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. **3.** Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. **4.** Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. **5.** Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. **6.** Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. **7.** High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. **8.** Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. **9.** Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	**Plan effective lessons, by:** • Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. • Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). **Make good use of expositions, by:** • Starting expositions at the point of current pupil understanding. • Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. • Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). **Model effectively, by:** • Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider

	10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. **11.** Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	
TEACHER STANDARD 5 **Adapt teaching to respond to the strengths and needs of all pupils** • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of 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 use and evaluate distinctive teaching approaches to engage and support them.	**1.** Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. **2.** Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. **3.** Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. **4.** Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. **5.** Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. **6.** There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. **7.** Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.	**Develop an understanding of different pupil needs, by:** • Identifying pupils who need new content further broken down. • Making use of formative assessment. • Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead. • Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. **Provide opportunity for all pupils to experience success, by:** • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. **Meet individual needs without creating unnecessary workload, by:** • Making use of well-designed resources (e.g. textbooks). • Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. • Building in additional practice or removing unnecessary expositions. • Reframing questions to provide greater scaffolding or greater stretch. • Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. **Group pupils effectively, by:** • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. • Changing groups regularly, avoiding the perception that groups are fixed. • Ensuring that any groups based on attainment are subject specific.
TEACHER STANDARD 6 **Make accurate and productive use of assessment** • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	**1.** Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. **2.** Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. **3.** Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. **4.** To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. **5.** High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. **6.** Over time, feedback should support pupils to monitor and regulate their own learning. **7.** Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	**Avoid common assessment pitfalls, by:** • Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance). • Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. **Check prior knowledge and understanding during lessons, by:** • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitoring pupil work during lessons, including checking for misconceptions. **Provide high-quality feedback, by:** • Focusing on specific actions for pupils and providing time for pupils to respond to feedback. • Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). • Scaffolding self-assessment by sharing model work with pupils, highlighting key details.

		• Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. **Make marking manageable and effective, by:** • Recording data only when it is useful for improving pupil outcomes. • Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment). • Using verbal feedback during lessons in place of written feedback after lessons where possible. • Understanding that written marking is only one form of feedback. • Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). • Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.
TEACHER STANDARD 7 **Manage behaviour effectively to ensure a good and safe learning environment** • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	**1.** Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. **2.** A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. **3.** The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. **4.** Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. **5.** Building effective relationships is easier when pupils believe that their feelings will be considered and understood. **6.** Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). **7.** Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**Develop a positive, predictable and safe environment for pupils, by:** • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. • Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). • Giving manageable, specific and sequential instructions. • Checking pupils' understanding of instructions before a task begins. • Using consistent language and non-verbal signals for common classroom directions. • Using early and least-intrusive interventions as an initial response to low level disruption. • Responding quickly to any behaviour or bullying that threatens emotional safety. **Establish effective routines and expectations, by:** • Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). • Practising routines at the beginning of the school year. • Reinforcing routines (e.g. by articulating the link between time on task and success). **Build trusting relationships, by:** • Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. • Responding consistently to pupil behaviour. **Motivate pupils, by:** • Supporting pupils to master challenging content, which builds towards long-term goals. • Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. • Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.
TEACHER STANDARD 8 **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.** **Fulfil wider professional responsibilities**	**1.** Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. **2.** Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. **3.** Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. **4.** Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	**Develop as a professional, by:** • Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. • Strengthening pedagogical and subject knowledge by participating in wider networks. • Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Engaging critically with research and discussing evidence with colleagues. • Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. **Build effective working relationships, by:**

• make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. Teachers must have proper 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.	**5.** Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. **6.** SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. **7.** Engaging in high-quality professional development can help teachers improve.	• Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. • Seeking ways to support individual colleagues and working as part of a team. • Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling. • Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching. • Sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. • Knowing who to contact with any safeguarding concerns. **Manage workload and wellbeing, by:** • Using and personalising systems and routines to support efficient time and task management. • Understanding the right to support (e.g. to deal with misbehaviour). • Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). • Protecting time for rest and recovery.