

### **TS1: Set high expectations which inspire, motivate, and challenge pupils**

The ECT has shown progress in this area with support and guidance, although it has been gradual. They have been working on classroom organisation, making it safer and more engaging. The ECT has started to update learning walls, and during a recent lesson observation, the learning wall demonstrated progression through various mathematical methods. This improved organisation is leading to more productive learning time and students working independently. However, they still need to work on building consistent positive relationships with the students.

### **TS2: Promote good progress and outcomes by pupils**

The ECT is becoming more aware of the varying ability levels in their class and can identify students who need extra support. In a recent literacy lesson, they provided additional help to a group, enabling them to access the learning. However, they need to ensure they have an accurate understanding of other students' levels of knowledge, as some were off-task and developing misconceptions. They need to use formative assessment during lessons to inform scaffolds and support for all students. They also need to consider prior learning and whether students are competent in earlier steps to access new lessons. In a recent observation, students struggled with a new concept due to a lack of understanding of prerequisite skills. Planning needs to be adapted to respond to this to ensure lessons are pitched appropriately for good progress.

### **TS3: Demonstrate good subject and curriculum knowledge**

This has been a target area for the ECT. They have attended CPD sessions for maths and writing and have implemented strategies in lessons. However, inaccuracies have been observed, particularly in maths. They need to ensure their explanations are clear and accurate to avoid misconceptions. They also need to ensure spelling, punctuation, and grammar are correct on planning slides. They have been encouraged to read all planning information provided and rehearse lessons with their mentor to build confidence. They have improved their time management for planning and seek advice from other professionals to support their subject knowledge development.

### **TS4: Plan and teach well-structured lessons**

The ECT has planned for most subjects across the curriculum and uses schemes of learning and unit plans for lesson content. They collaborate with their year group colleague to resource lessons but need to ensure resources are prepared in advance. They are working on pacing to ensure students have time to practice, apply, and refine learning within a lesson. Clear and concise instructions linked to learning intentions will help prevent distraction and cognitive overload. They have improved in maths teaching and this needs to apply to English lessons. They need to be clear on the intended

outcome of the lesson and maintain focus on it throughout, sharing with students what they need to do to be successful.

#### **TS5: Adapt teaching to respond to the strengths and needs of all pupils**

The ECT has worked hard on this standard, collaborating with the SENDCO to understand the needs of pupils with SEND. They have taken advice on making expectations clear and breaking learning into smaller chunks. They have been observed deploying their teaching assistant appropriately to support these pupils. As mentioned in TS2, they need to make better use of formative assessment information and actively respond to students' understanding during lessons.

#### **TS6: Make accurate and productive use of assessment**

They have engaged well with training on the new school assessment tool. They have delivered assessments and recorded information on the portal, meeting deadlines for data input. They now need to use assessment data to plan next steps for students, identifying when concepts need revisiting and when students are ready to move on, as per TS5 comments.

#### **TS7: Manage behaviour effectively to ensure a good and safe learning environment**

The ECT's expectations for student behaviour and conduct have improved. They understand the importance of clear rules and boundaries to maintain a calm and productive learning environment, but there are still inconsistencies in this. Students generally focus well during whole class input and modelling. They need to ensure they are aware of whether students are on task during independent or partner work and encourage positive learning behaviours throughout the lesson. They have sought support from SLT to manage behaviour and followed advice with some positive results, but this isn't yet consistent.

#### **TS8: Fulfil wider professional responsibilities**

The ECT has led additional intervention groups outside of school hours and attended a whole school event supporting the school's ethos. They attend briefings and staff meetings but would benefit from being more of a presence in the team. They deploy support staff effectively but need to communicate during lessons to assess all students' progress. They have found it tricky to communicate effectively with parents, often not keeping them informed of poor behaviour in class or finding it challenging to be direct with them about the needs/challenges their child may be facing.

#### **Areas for development:**

The highest leverage areas of development moving forward are:

- TS1: Improve on developing positive relationships with all students and uphold a firm but fair approach.

- TS2: Ensure that they know students' prior knowledge, misconceptions, and errors so you can address these during lessons/subsequent lessons. Plan lessons that are pitched at students' abilities.
- TS3: Continue to work on enhancing subject knowledge, especially in maths.
- TS7: Develop consistency in behaviour management strategies to ensure all students make progress.
- TS8: Improve communication with parents and carers.