

## Demonstrating the Teachers' Standards- what to do, and why it matters

Teachers' Standard, and sub-section	Suggested Actions to demonstrate (How)	Rationale for Teachers' Standard and subsections (Why)
<p><b>1. Set high expectations which inspire, motivate and challenge pupils:</b></p> <p>a) establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>c) demonstrate consistently the positive attitudes, values and behaviour expected of pupils</p>	<ul style="list-style-type: none"> <li>• Greet students at the door; clearly communicate expectations for entry; ensure students begin the lesson promptly; use signals or routines (e.g., silent start, ready-to-learn tasks) to focus attention immediately.</li> <li>• Model and rehearse key classroom routines (e.g., transitions, handing in work, group work); maintain consistency across lessons; review and refine routines based on what supports smooth learning.</li> <li>• Promote good order and behaviour through consistent, practised routines.</li> <li>• Explain the purpose and relevance of learning; set clear, challenging goals; provide regular praise for effort and progress; use questioning and feedback to sustain engagement.</li> <li>• Model constructive feedback; establish routines for peer and self-assessment; normalise discussing mistakes; praise learning effort and improvements; create opportunities for students to share progress and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting high expectations and managing behaviour secures focus at lesson start.</li> <li>• Promotes good order and behaviour through consistent, practised routines.</li> <li>• Demonstrates high expectations, sets goals that stretch and challenge, and fosters resilience.</li> <li>• Recognises success, rewards effort and builds a positive culture.</li> <li>• Using verbal praise, certificates, or public recognition; highlighting examples of effort, achievement, and high-quality work; embeds routines for celebrating successes consistently.</li> <li>• Recognising success and rewarding effort builds a positive culture.</li> <li>• Fostering a positive climate for error and improvement values effort and reflection</li> </ul>
<p><b>2. Promote good progress and outcomes by pupils:</b></p> <p>a) be accountable for pupils' attainment, progress and outcomes</p> <p>b) plan teaching to build on pupils' prior knowledge</p> <p>c) guide pupils to reflect on their progress</p> <p>d) demonstrate knowledge of how pupils learn and how this impacts on teaching</p> <p>e) encourage pupils to take a responsible and conscientious</p>	<ul style="list-style-type: none"> <li>• Identify common misconceptions from experience, textbooks, and assessment data; plan teaching sequences that surface and correct misunderstandings; embed formative checks to catch errors early.</li> <li>• Explain the purpose and relevance of learning; set clear, challenging goals; provide regular praise for effort and progress; use questioning and feedback to sustain engagement.</li> <li>• Frame questions that require explanation or reasoning, not just recall; pause to allow thinking; insist all students participate; use cold-calling or other routines to hold students accountable for answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipating and addressing misconceptions demonstrates understanding of how pupils learn and use of assessment to inform planning.</li> <li>• Demonstrating high expectations and setting goals that stretch and challenge fosters resilience.</li> <li>• Promotes thinking, checks understanding and ensures progress.</li> <li>• Differentiates, challenges, and responds to pupils' needs using assessment information.</li> <li>• Develops resilience and gathers information on learning progress.</li> </ul>

<p>attitude to their own work and study</p>	<ul style="list-style-type: none"> <li>• Probe students' responses with follow-up questions; provide hints or scaffolds to guide reasoning without giving answers; extend successful responses with higher-order questions; adapt questioning dynamically based on student needs.</li> <li>• Design practice tasks that target key knowledge or skills; circulate to observe, question, and correct; use formative assessment to track progress; adjust subsequent lessons based on insights.</li> <li>• Teach strategies such as summarising, note-taking, concept mapping, self-explanation, and peer-teaching; prompt reflection on learning processes; model thinking aloud; encourage students to plan next steps and monitor progress.</li> <li>• Design short quizzes covering both recent and earlier material; administer regularly; review responses to identify misunderstandings; adjust future lessons or reteaching accordingly.</li> <li>• Schedule planned review sessions (e.g., after 1 day, 1 week, 1 month); use short retrieval activities, flashcards, or questioning; integrate revisiting into lesson sequences and homework.</li> <li>• Plan tasks such as summaries, timelines, concept maps, or annotated diagrams; guide students in synthesising and linking ideas; model effective review techniques and provide feedback.</li> <li>• Design tasks that require students to use knowledge or skills in new or unfamiliar contexts; challenge students to explain reasoning; integrate cross-topic or real-world applications.</li> <li>• Prompt students to reflect on what they know, what they find difficult, and strategies used; teach notetaking, summarising, or concept mapping; model thinking aloud; encourage students to set goals and monitor their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages reflection and independent learning habits.</li> <li>• Encourages recall from long-term memory and identifies gaps for re-teaching.</li> <li>• Strengthens long-term retention and helps students discriminate between similar concepts.</li> <li>• Reinforces schema-building and links new material to existing knowledge.</li> <li>• Modelling expert thinking with gradual withdrawal of scaffolds supports fluency improvements.</li> <li>• Analysing formative assessment data; identifying common errors; planning small-group or whole-class re-teaching; scaffolding practice and providing guided repetition helps reinforce understanding.</li> <li>• Promotes transfer of learning and deepens conceptual understanding.</li> <li>• Builds self-regulation and supports sustained progress over time.</li> </ul>
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<p><b>3. Demonstrate good subject and curriculum knowledge:</b></p> <p>a) have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c) 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</p> <p>d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<ul style="list-style-type: none"> <li>• Audit the subject curriculum to select the most important concepts; prioritise enduring knowledge; remove content that does not underpin future learning; consult national curriculum and subject expertise to determine essentials.</li> <li>• Map concepts into a logical order; ensure prerequisite knowledge is taught first; plan units so each lesson builds on prior learning; review sequences for conceptual coherence and cognitive load.</li> <li>• Identify common misconceptions from experience, textbooks, and assessment data; plan teaching sequences that surface and correct misunderstandings; embed formative checks to catch errors early.</li> <li>• Select key subject vocabulary and concepts; plan explicit teaching of terms; provide scaffolds (e.g., glossaries, dual coding, word maps); incorporate culturally relevant examples, texts, and contexts.</li> <li>• Embed routines for whole-class repetition of key words, phrases, or answers; use call-and-response; check participation and understanding; model pronunciation or reasoning where needed; celebrate collective effort.</li> <li>• Script and rehearse explanations; use analogies, examples, and dual coding; emphasise key points; repeat and revisit concepts; check understanding through questioning or mini assessments.</li> <li>• Select key terms; provide student-friendly definitions; use dual coding (visual + verbal); plan repeated practice, quizzes, and retrieval; embed terms in multiple contexts; check understanding regularly.</li> <li>• Break complex ideas into component parts; provide reasoning and examples; use questioning to probe understanding; link new concepts to prior</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting essential disciplinary and substantive knowledge reflects secure subject and curriculum understanding and appreciation of scholarship.</li> <li>• It is a requirement that understanding curriculum structure and planning sequences promote progression and effective learning.</li> <li>• Anticipating and addressing misconceptions demonstrates understanding of how pupils learn and use of assessment to inform planning.</li> <li>• Promotes high standards of literacy and considers the needs of all pupils.</li> <li>• Promotes literacy, participation, and a sense of community in learning.</li> <li>• Requires strong subject knowledge and clear communication.</li> <li>• Promotes literacy and adapts teaching to pupil needs.</li> <li>• Builds on deep subject understanding and effective lesson delivery.</li> </ul>
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	<p>knowledge; plan for multiple exposures and opportunities to apply learning.</p>	
<p><b>4. Plan and teach well-structured lessons:</b>  a) impart knowledge and develop understanding through effective use of lesson time  b) promote a love of learning and children’s intellectual curiosity  c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  d) reflect systematically on the effectiveness of lessons and approaches to teaching  e) contribute to the design and provision of an engaging curriculum within the relevant subject areas</p>	<ul style="list-style-type: none"> <li>• Map concepts into a logical order; ensure prerequisite knowledge is taught first; plan units so each lesson builds on prior learning; review sequences for conceptual coherence and cognitive load.</li> <li>• Develop overarching “storylines” for each unit; explicitly link lessons to previous learning and to future content; use visual organisers or recurring themes to make connections clear</li> <li>• Focus lessons on core ideas; provide opportunities for extended practice, problem-solving, or reflection; plan cycles of rehearsal and retrieval to consolidate learning; resist rushing through content.</li> <li>• Relates to structuring learning and communicating instructions clearly.</li> <li>• Gather students’ attention before giving instructions; give step-by-step directions; check understanding with questioning or mini demonstrations; repeat or clarify as needed.</li> <li>• Plan transitions and activities carefully; set time limits for tasks; use verbal cues, timers, or countdowns; vary activities to maintain momentum and energy; monitor engagement and adapt pacing dynamically.</li> <li>• Embed routines for whole-class repetition of key words, phrases, or answers; use call-and-response; check participation and understanding; model pronunciation or reasoning where needed; celebrate collective effort.</li> <li>• Break units into coherent sequences; identify key concepts and learning goals; ensure each lesson builds logically on prior knowledge; design lessons with clear structure and timing.</li> <li>• Script and rehearse explanations; use analogies, examples, and dual coding; emphasise key points;</li> </ul>	<ul style="list-style-type: none"> <li>• Requires an understanding of curriculum structure and planning sequences that promote progression and effective learning.</li> <li>• Well-structured lessons promote clarity and coherence in learning.</li> <li>• Prioritising mastery and retention links to planning well-structured lessons and fostering reflective learners.</li> <li>• Demonstrating good subject and pedagogical planning motivates and engages</li> <li>• Promoting literacy and participation promotes a sense of community in learning.</li> <li>• Core of lesson planning and structuring learning effectively.</li> <li>• Adapting teaching to respond to the strengths and needs of all pupils reduces cognitive load.</li> <li>• Selecting and preparing resources carefully; scripting instructions and modelling where appropriate; providing scaffolds; sequencing tasks to gradually increase independence; anticipating potential misconceptions support learning.</li> <li>• Strong subject knowledge and clear communication are important.</li> <li>• Modelling high standards while differentiating effectively promotes effective learning.</li> <li>• Promotion of literacy and adapting teaching for pupils needs supports learning.</li> <li>• Builds on deep subject understanding and effective lesson delivery.</li> </ul>

	<p>repeat and revisit concepts; check understanding through questioning or mini assessments.</p> <ul style="list-style-type: none"><li>• Present worked examples or demonstrations; highlight common misconceptions; provide opportunities for students to imitate, adapt, and practise; give targeted feedback to refine understanding.</li><li>• Select key terms; provide student-friendly definitions; use dual coding (visual + verbal); plan repeated practice, quizzes, and retrieval; embed terms in multiple contexts; check understanding regularly.</li><li>• Break complex ideas into component parts; provide reasoning and examples; use questioning to probe understanding; link new concepts to prior knowledge; plan for multiple exposures and opportunities to apply learning.</li><li>• Frame questions that require explanation or reasoning, not just recall; pause to allow thinking; insist all students participate; use cold-calling or other routines to hold students accountable for answers.</li><li>• Establish clear routines for paired discussion; assign roles or prompts to structure talk; monitor participation and understanding; encourage reflection on partner responses.</li><li>• Set clear expectations and protocols for discussion; monitor participation; pose open-ended questions; summarise and highlight key points; address misconceptions emerging from discussion.</li><li>• Design practice tasks that target key knowledge or skills; circulate to observe, question, and correct; use formative assessment to track progress; adjust subsequent lessons based on insights.</li><li>• Teach strategies such as summarising, note-taking, concept mapping, self-explanation, and peer-teaching; prompt reflection on learning processes; model thinking aloud; encourage students to plan next steps and monitor progress.</li></ul>	<ul style="list-style-type: none"><li>• Promotes thinking, checks understanding and ensures progress.</li><li>• Encourages collaboration, communication and adaptation to learning needs.</li><li>• Promotes collaboration and respect in discussion.</li><li>• Develops resilience and gathers information on learning progress.</li><li>• Encourages reflection and independent learning habits.</li><li>• Strengthens long-term retention and helps students discriminate between similar concepts.</li><li>• Reinforces schema-building and links new material to existing knowledge.</li><li>• Promotes transfer of learning and deepens conceptual understanding.</li></ul>
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	<ul style="list-style-type: none"> <li>• Schedule planned review sessions (e.g., after 1 day, 1 week, 1 month); use short retrieval activities, flashcards, or questioning; integrate revisiting into lesson sequences and homework.</li> <li>• Plan tasks such as summaries, timelines, concept maps, or annotated diagrams; guide students in synthesising and linking ideas; model effective review techniques and provide feedback.</li> <li>• Design tasks that require students to use knowledge or skills in new or unfamiliar contexts; challenge students to explain reasoning; integrate cross-topic or real-world applications.</li> </ul>	
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils:</b></p> <p>a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</p> <p>b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</p> <p>c) 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</p> <p>d) 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</p>	<ul style="list-style-type: none"> <li>• Select key subject vocabulary and concepts; plan explicit teaching of terms; provide scaffolds (e.g., glossaries, dual coding, word maps); incorporate culturally relevant examples, texts, and contexts.</li> <li>• Present worked examples or demonstrations; highlight common misconceptions; provide opportunities for students to imitate, adapt, and practise; give targeted feedback to refine understanding.</li> <li>• Select key terms; provide student-friendly definitions; use dual coding (visual + verbal); plan repeated practice, quizzes, and retrieval; embed terms in multiple contexts; check understanding regularly.</li> <li>• Probe students’ responses with follow-up questions; provide hints or scaffolds to guide reasoning without giving answers; extend successful responses with higher-order questions; adapt questioning dynamically based on student needs.</li> <li>• Establish clear routines for paired discussion; assign roles or prompts to structure talk; monitor participation and understanding; encourage reflection on partner responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes high standards of literacy and considers the needs of all pupils.</li> <li>• Adapting teaching to respond to the strengths and needs of all pupils reduces cognitive load.</li> <li>• Selecting and preparing resources carefully; scripting instructions and modelling where appropriate; providing scaffolds; sequencing tasks to gradually increase independence; anticipating potential misconceptions supports learning,</li> <li>• Modelling high standards while differentiating effectively supports effective learning.</li> <li>• Promotion of literacy and adapting teaching for pupil needs supports learning.</li> <li>• Differentiates, challenges, and responds to pupils’ needs using assessment information.</li> <li>• Encourages collaboration, communication and adaptation to learning needs.</li> </ul>

support them.		
<p><b>6. Make accurate and productive use of assessment:</b></p> <p>a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) make use of formative and summative assessment to secure pupils' progress</p> <p>c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<ul style="list-style-type: none"> <li>• Identify common misconceptions from experience, textbooks, and assessment data; plan teaching sequences that surface and correct misunderstandings; embed formative checks to catch errors early.</li> <li>• Frame questions that require explanation or reasoning, not just recall; pause to allow thinking; insist all students participate; use cold-calling or other routines to hold students accountable for answers.</li> <li>• Probe students' responses with follow-up questions; provide hints or scaffolds to guide reasoning without giving answers; extend successful responses with higher-order questions; adapt questioning dynamically based on student needs.</li> <li>• Design practice tasks that target key knowledge or skills; circulate to observe, question, and correct; use formative assessment to track progress; adjust subsequent lessons based on insights.</li> <li>• Model constructive feedback; establish routines for peer and self-assessment; normalise discussing mistakes; praise learning effort and improvements; create opportunities for students to share progress and challenges.</li> <li>• Define and communicate success criteria; anticipate common errors; plan feedback points within lessons; design tasks that reveal understanding and allow targeted teacher or peer feedback</li> <li>• Use questioning, mini-whiteboards, polls, or other formative assessment methods; withhold answers to encourage thinking; analyse responses to detect patterns and misconceptions; adapt lesson plans accordingly.</li> <li>• Move around the classroom; observe and question students; provide on-the-spot guidance; note errors</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipating and addressing misconceptions demonstrates understanding of how pupils learn and use of assessment to inform planning.</li> <li>• Promotes thinking, checks understanding and ensures progress.</li> <li>• Differentiates, challenges, and responds to pupils' needs using assessment information.</li> <li>• Fosters a positive climate for error and improvement; values effort and reflection</li> <li>• Develops resilience and gathers information on learning progress.</li> <li>• Plans assessment to identify misconceptions and informs teaching.</li> <li>• Uses assessment to monitor learning systematically.</li> <li>• Employs ongoing formative assessment during lessons.</li> <li>• Providing high-quality, targeted feedback; builds positive relationships.</li> <li>• Responding to patterns of misunderstanding helps all students progress.</li> <li>• Using systematic methods to assess and inform planning supports learning.</li> <li>• Encouraging recall from long-term memory and identifies gaps for re-teaching supports long term knowledge transfer.</li> <li>• Modelling expert thinking and gradually withdrawing scaffolds as fluency improves supports knowledge retention.</li> <li>• Analysing formative assessment data; identifying common errors; planning small-group or whole-class re-teaching; scaffolding practice and providing guided repetition reinforces understanding.</li> </ul>

	<p>or gaps for follow-up; engage quietly with individuals or groups to maintain lesson flow.</p> <ul style="list-style-type: none"> <li>• Deliver verbal or written feedback that is specific, actionable, and timely; reference success criteria; engage students in responding to feedback; build rapport to encourage trust and motivation.</li> <li>• Pause the class to discuss widely held errors; highlight exemplary work; model improvements; provide strategies for correcting mistakes; encourage reflection and application in subsequent work.</li> <li>• Design short, targeted tasks at lesson end; analyse responses quickly; use results to plan immediate re-teaching or follow-up activities; vary questions to cover core knowledge and skills.</li> <li>• Design short quizzes covering both recent and earlier material; administer regularly; review responses to identify misunderstandings; adjust future lessons or reteaching accordingly.</li> <li>• Prompt students to reflect on what they know, what they find difficult, and strategies used; teach notetaking, summarising, or concept mapping; model thinking aloud; encourage students to set goals and monitor their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds self-regulation and supports sustained progress over time.</li> </ul>
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment:</b>  a) have clear routines for behavior 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  b) have high expectations of behaviour, and establish a</p>	<ul style="list-style-type: none"> <li>• Greet students at the door; clearly communicate expectations for entry; ensure students begin the lesson promptly; use signals or routines (e.g., silent start, ready-to-learn tasks) to focus attention immediately.</li> <li>• Model and rehearse key classroom routines (e.g., transitions, handing in work, group work); maintain consistency across lessons; review and refine routines based on what supports smooth learning.</li> <li>• Promotes good order and behaviour through consistent, practised routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting high expectations and managing behaviour secures focus at lesson start.</li> <li>• Promoting good order and behaviour through consistent, practised routines is important.</li> <li>• Recognition of success and rewarding of effort builds a positive culture.</li> <li>• Use verbal praise, certificates, or public recognition; highlighting examples of effort, achievement, and high-quality work;</li> </ul>

<p>framework for discipline with a range of strategies, using praise, sanctions and rewards with consistency and fairly</p> <p>c) manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them</p> <p>d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>	<ul style="list-style-type: none"><li>• Apply graduated strategies from subtle prompts to explicit correction; implement consistent sanctions where necessary; use restorative approaches or reset routines to return students to learning; debrief with individuals if needed.</li><li>• Establish consistent attention-getting signals (e.g., claps, hand signals); model attentive behaviour; pause for silence before giving instructions; use monitoring and redirection to maintain focus.</li></ul>	<p>embeds routines for celebrating successes consistently.</p> <ul style="list-style-type: none"><li>• Recognising success rewards effort and builds a positive culture.</li><li>• Maintaining discipline through clear expectations, proportionate responses, and resetting learning is important for learning.</li><li>• Managing behaviour ensures focus and attention.</li></ul>
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