

End of Year 1 of (interim) Assessment- more developed expertise

TS1 – Set high expectations which inspire, motivate and challenge pupils

Xxx has established a highly positive and aspirational classroom culture. They set clear expectations and consistently promote resilience, independence and pride in learning. Pupils respond extremely well to their calm, confident manner and are motivated to meet the high standards set. Xxx uses questioning effectively to challenge pupils' thinking and is beginning to embed routines that encourage pupils to take ownership of their learning.

Area for Development: Continue to refine strategies that promote deeper challenge for the most confident learners, ensuring they are consistently stretched through higher-order questioning and problem-solving tasks.

TS2 – Promote good progress and outcomes by pupils

Xxx has made a strong impact on pupil progress in their first year. They use assessment information thoughtfully to plan next steps and are increasingly confident in identifying pupils who require targeted support or additional challenge. Pupils are making good progress across subjects, and xxx can articulate individual needs and strengths with clarity.

They work sensitively with families and demonstrate strong pastoral awareness, enabling pupils experiencing difficulties to remain engaged in learning. Their early work with pupils with SEND shows strong potential for highly inclusive practice.

Area for Development: Develop greater precision in using assessment to tailor interventions, ensuring that support and challenge are sharply matched to individual pupils.

TS3 – Demonstrate good subject and curriculum knowledge

Xxx demonstrates secure subject knowledge in core areas and is already showing confidence in planning sequences of learning that build effectively over time. They make purposeful links to prior learning and use modelling well to support pupils' understanding. Their English and maths teaching is clear, accurate and increasingly ambitious.

They use PPA and ECT time productively to research approaches, deepen subject knowledge and seek feedback from colleagues. Their ability to address misconceptions is developing rapidly.

Area for Development: Continue to broaden subject knowledge across the wider curriculum, enabling greater depth and challenge within foundation subjects.

TS4 – Plan and teach well-structured lessons

Xxx plans lessons that are well structured, engaging and responsive to pupils' needs. They draw effectively on training and feedback to refine their practice and are beginning to adapt planning independently to maximise learning. Their explanations are clear, and transitions are becoming increasingly smooth and efficient.

They work well with their teaching assistant, providing clear direction and ensuring support is purposeful. Their use of feedback is improving, and pupils are beginning to act more regularly on guidance.

Area for Development: Embed consistent opportunities for pupils to reflect on and improve their work, strengthening independence and metacognitive skills.

TS5 – Adapt teaching to respond to the strengths and needs of all pupils

Xxx has developed a strong understanding of the diverse needs within their class. They use scaffolds, adapted tasks and supportive resources effectively, and are increasingly confident in adjusting teaching in the moment. Their work with pupils with SEND is thoughtful and well-informed, and they collaborate well with the SENDCo to review and refine provision.

They are beginning to identify pupils who require additional challenge and are exploring ways to extend their learning.

Area for Development: Develop a wider repertoire of strategies for stretching higher-attaining pupils, ensuring challenge is embedded consistently across lessons.

TS6 – Make accurate and productive use of assessment

Xxx uses a range of AfL strategies confidently and is developing strong instincts for identifying misconceptions and next steps. They follow the school's feedback policy effectively and are beginning to use "in the moment" feedback to accelerate progress. Pupils' books show clear evidence of improvement and increasing independence.

They contribute thoughtfully to year-group discussions about progress and are developing confidence in analysing data to inform planning.

Area for Development: Continue to refine assessment routines to ensure they are efficient, purposeful and consistently used to inform future teaching.

TS7 – Manage behaviour effectively to ensure a good and safe learning environment

Xxx has established a calm, positive and well-managed classroom environment. They use praise and routines effectively, and pupils respond with respect and enthusiasm. Their relationships with pupils are warm and professional, and they manage low-level behaviour confidently and consistently.

They follow school systems appropriately and are reflective in seeking advice to further strengthen their practice.

Area for Development: Continue to develop strategies that promote self-regulation and independence, particularly during transitions and extended independent tasks.

TS8 – Fulfil wider professional responsibilities

Xxx has made an excellent contribution to the year group and wider school community. They collaborate effectively with colleagues, share ideas confidently and take responsibility for planning and preparation. They engage enthusiastically with CPD and act on feedback with maturity and professionalism.

They show strong potential for leadership and are beginning to take initiative in supporting team-level tasks.

Area for Development: Seek opportunities to lead small projects or trial new approaches within the team to develop early leadership skills ahead of Year 2.

Part Two – Personal and Professional Conduct

Xxx demonstrates high levels of professionalism, integrity and commitment. They uphold safeguarding expectations, maintain positive relationships with pupils and colleagues and contribute to a supportive team culture. They are reflective, proactive and eager to develop their practice, showing maturity beyond their stage of training.

Their reliability, enthusiasm and strong work ethic have made them a valued member of the school community.

Area for Development: Continue to build confidence in professional communication, particularly when leading discussions with parents or external agencies.