

Progress Review Not on track

It was felt after observations by the Induction Tutor and Headteacher that Alex was not demonstrating meeting the expected level of expertise at this stage of his ECT journey in some of the Teacher Standards: comments below

TS1 Set high expectations which inspire, motivate and challenge pupils

Alex aligns expectations with the school's tailored medium-term plans and overall behavioural policies. Most pupils in the class are eager to learn and respond positively to the challenges presented. However, more attention should be given to extending and challenging all students, including those with SEND.

TS2 Promote good progress and outcomes by pupils

Alex effectively follows long-term plans using the school's curriculum, ensuring consistent progression throughout a unit of work or term. Enhancing the use of children's retrieval and recall of prior learning as part of Assessment for Learning will further support good outcomes and sustained progress.

TS3 Demonstrate good subject and curriculum knowledge

Subject knowledge is generally strong, and more developed in History. Standards of literacy, articulacy, and standard English are strong.

TS4 Plan and teach well-structured lessons

Planning is guided by the school's medium-term planning documents, addressing the specified objectives and focus areas. When collaborating with year group colleagues, additional details on planned learning, strategies, and questioning should be incorporated.

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

The development of adaptive teaching needs to be enhanced, ensuring that various strategies, resources, and approaches are considered to effectively teach all pupils.

TS6 Make accurate and productive use of assessment

As aforementioned, developing his use of retrieval activities and recall of prior learning will enable her to further facilitate good outcomes and lasting progress.

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

Expectations and good learning behaviours are clearer, but some pupils still disrupt learning and need to be adequately challenged. Whole school expectations are followed more closely, but practice needs refinement to improve effectiveness. There is good modelling and explanation of desired behaviours for learning tasks, such as Partner Talk. The use of positive praise requires further development.

TS8 Fulfil wider professional responsibilities

Maintains positive professional relationships with colleagues and is open to receiving and considering their advice and support, though the implementation of this advice is not always evident. Shows enthusiasm for attending professional development sessions both within and outside the school. Makes thoughtful contributions in staff meetings and CPD sessions.

Personal and professional conduct

Collaborates effectively as part of the school team, actively contributing to staff meetings and integrating well with the entire staff. Maintains appropriate and professional conduct with parents, colleagues, and pupils.