

Goldsmiths Teachers' Standards Grade Descriptors

Part One: Teaching				
I. Set high expectations which inspire, motivate and challenge pupils				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They recognise how the class teacher creates an atmosphere conducive to learning and are able to promote this, with support, in their own practice. They recognise the need to set appropriate high expectations, believing that all pupils have the potential to make progress. They are developing the ability to building a rapport with some individuals and groups. As a consequence, pupils are increasingly engaged in their learning. They demonstrate professional values, respect for pupils, colleagues, parents and carers, and support the ethos of the school.	They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. They set high expectations, believing that all pupils have the potential to make progress. They have developed a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.	They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils and can evidence this through clear reflection. They are respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school and have taken on additional responsibilities for this.	They draw on a range of strategies to promote an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate. In their different training contexts, they show a confident understanding of the how they can support the ethos of the school.	They consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning, drawing on a range of creative and inspiring strategies to support this. They consistently set high expectations of pupils in different training contexts and have reflected upon this knowledge to support future practice. There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning. In their different training contexts, they show a confident understanding of the how they can support the ethos of the school. Taking on additional responsibilities where appropriate.

2. Promote good progress and outcomes by pupils				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They are aware of their responsibility for the attainment, progress and outcomes of pupils, with support from other professionals. They are able to produce short term plans which demonstrate a growing understanding of pupil progression and taking account of prior learning. They understand the place of medium term planning. They are starting to find opportunities for pupils to reflect on their learning and identify their progress and learning needs. They are developing their understanding how pupils learn and their teaching strategies generally reflect this. Most pupils make at least satisfactory progress	They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. They are able to produce short term plans which demonstrate a growing understanding of pupil progression and taking account of prior learning. With support, they have engaged with medium term planning and have an understanding of how learning can be developed over time. They include opportunities for pupils to reflect on the learning into teaching. Their lessons include some independent and autonomous learning; the majority of pupils make at least satisfactory progress.	They assume responsibility for the attainment, progress and outcomes of the pupils they teach with increasing independence. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. As a consequence all groups of pupils make at least satisfactory progress. consequence	With independence, they assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress	They are confident to assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. As a result the majority of pupils make very good progress.

3 Demonstrate good subject and curriculum knowledge				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They have appropriate knowledge and understanding of the relevant subject /curriculum area to teach effectively in the age phase for which they are training to teach. They are generally able to respond to subject specific questions and can use subject specific language. They have shown a willingness to extend personal subject knowledge. They have developed an understanding of a range of pedagogical approaches to support learners in their own teaching. They can see some opportunities in their lessons to promote high standards of communication, reading and writing for all learners.	They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop. They have identified areas of subject knowledge that they need to develop or update and can show that they have made progress on this. They are developing knowledge of how learning progresses within and across the subjects/ curriculum age phases they are training to teach and have started to anticipate pupils' misconceptions. They recognise the need to develop their pedagogical knowledge. They demonstrate an understanding of the need to promote high standards of communication, reading and writing	They have strong knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They make use of their strong subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They can identify how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development. They model good standards of written and spoken communication in all professional activities	They have well developed knowledge and understanding of all of the relevant subject / curriculum areas they are training to teach. They are aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They can articulate how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.	They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They have in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.

4. Plan and teach well-structured lessons				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
<p>They employ a small range of teaching strategies and resources. They plan individual lessons that are appropriately structured, with support. They teaching they generally maintain the pace of learning. They have begun to adapt teaching in order to respond to groups of learners. They show some understanding of how homework can sustain progress and general set appropriate tasks. They review and reflect on their own planning and are starting to use this to improve their subsequent teaching. They discuss their teaching ideas with colleagues. They can create an environment in which the learners are usually engaged.</p>	<p>They show a willingness to try out a range of approaches to teaching and learning. They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. They maintain appropriate pace when teaching and show some awareness of the need to respond flexibly to what is happening in the classroom. They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils' learning. frameworks etc.</p>	<p>They make a positive contribution to the development of curriculum and resources in their placement setting/s. When teaching they consistently maintain the pace of the learning, and are able to respond flexibly to what is happening in the classroom, They have the confidence to adapt their teaching in order to respond to the needs of the learners. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.</p>	<p>They work collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop the school's medium term plans, schemes of work, curriculum. They plan and implement lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They understand how homework or other out of class work can sustain learners' progress and consolidate learning and can design and set appropriate tasks.</p>	<p>They plan lessons that often use well-chosen imaginative and creative strategies and that match individuals' needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>

5 Adapt teaching to respond to the strengths and needs of all pupils				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They are becoming aware of factors that can be potential barriers to achievement and how experienced teachers use a range of strategies to reduce these barriers. They can show instances when they have deployed these strategies themselves. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society.	They recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential working alongside experienced teachers and support staff as appropriate. They show a growing understanding of how children and young people develop and begin to take account of this in their planning and teaching. They reflect and evaluate teaching, bearing in mind the specific needs of the individuals they are working with. They are starting to understand the needs of all pupils and can show some examples of when they have used teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND.	They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.	They can articulate confidently how their teaching addresses barriers to learning and make use of a range of strategies to ensure all pupils are provided with the opportunity to succeed. They recognise the key challenges and opportunities of working in a diverse society and draw upon this knowledge in their teaching, assessment and evaluation.	In each session taught they can respond to the needs of individuals and groups. Evaluations and reflections on teaching, both written and articulated, show a clear and confident understanding of this. They make use of a range of strategies to promote the engagement and progress of individuals adapting teaching and being reflective to respond to pupils at point of teaching as well as in planning. They are clearly aware for the benefits challenges of working in a diverse society both in theory and practice and draw upon their understanding of the in their day to day interactions with pupils

6. Make accurate and productive use of assessment				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They are becoming familiar with statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. They show an awareness of formative assessment (AFL) and summative assessment strategies designed to support pupils in making progress. With guidance from experienced teachers, they are beginning to monitor pupil progress and maintain accurate records. They mark pupils' work and provide feedback to pupils, according to the school policy.	They are aware of how school and pupil level summative data is used to set targets for groups and pupils. They are aware of National Curriculum levels (or other national benchmarks). They are beginning to use assessment strategies in lessons, considering the progress of learners and as a basis for modifying their teaching and classroom practice. They are starting to monitor pupil progress and maintain accurate records with greater independence. Marking follows the school policy and clearly identifies the next steps for pupils.	They have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.	They are able to assess pupils' attainment accurately against national benchmarks. They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and effectively both at point of teaching and when marking and accurately discuss assessments with them so that learners know how well they have done and what they need to do to improve.	They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.

7. Manage behaviour effectively to ensure a good and safe learning environment				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
They are beginning to work within the school's framework for behaviour. They are aware of some strategies to promote positive behaviour and have begun to apply these, although not necessarily consistently. They draw on mentor support to identify how to address issues with more challenging classes. They are beginning to understand the relationship between behaviour and well planned lessons. They are starting to identify barriers to learning and work with other colleagues to address them, as appropriate. They have demonstrated an ability to form positive relationships with pupils based on mutual respect and tolerance. They are aware of school policies and practices which promote a supportive learning environment.	They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of some of the strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management.	They have high expectations for behaviour and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes	They have consistently high expectations for behaviour and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these consistently, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	They consistently have high expectations and understand a wide range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

8 Fulfil wider professional responsibilities				
API 3	API 2	API 1		
	AP2 3	AP2 2	AP2 2	
		AP3 3	AP3 2	AP3 1
<p>They can build appropriate relationships with various colleagues and have the skills required to work collaboratively. They recognise some of the areas where they have development needs. They recognise the importance of working with support staff and, with support, plans take into consideration how they might be deployed. They know who to go to for particular advice about supporting pupils with additional need and have been responsive to advice and feedback. Personal reflections and evaluation can be seen to impact on practice in a general way. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being, and they may have had an opportunity to communicate with some parents and carers.</p>	<p>They can build secure professional relationships with various colleagues. Planning takes into account the role of support staff across all phases of learning. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs and have done this to support their practice. Targets and feedback on practice are welcomed and responded to positively. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They have communicated with parents and carers when possible, including at parents' evenings and through written reports. They have contributed to the wider life and ethos of the school.</p>	<p>They can build effective professional relationships with various colleagues and have demonstrated the skills required to work collaboratively when required to do so. They communicate effectively support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They seek out and are highly responsive to advice from more experienced colleagues. They have communicated with parents and carers confidently when possible, including at parents' evenings and through written reports. They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways</p>	<p>They are effective in building strong professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs. They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school</p>	<p>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take full responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs. They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school</p>

Summary of Grade descriptors: Pen Portraits

A student who is demonstrating the key features of Good for API can

- see how to encourage pupils to participate in learning
- identify the importance of setting high expectations for pupils
- develop a rapport with most pupils
- employ consistent professional conduct
- enable most groups of pupils to make satisfactory progress
- show sufficient and secure subject knowledge and are updating it
- respond to most subject specific questions and use correct terminology
- employ a small range of teaching strategies and appropriate resources
- review how to improve their lesson delivery and how to engage pupils
- recognise the different needs and strengths of individuals in some groups
- differentiate in a general way for some learners
- show an awareness of national curricula and statutory assessments
- use in a general way some forms of formative and summative assessment
- show an awareness of school behaviour management policy and is starting to use it
- show an awareness of different roles of colleagues in school and has built a rapport with some
- make some contribution to school life

A student who is demonstrating the key features of Outstanding for API can

- encourage pupils to participate in learning
- set appropriately high expectations
- develop a rapport with a range of pupils
- employ consistent professional conduct
- enable all groups of pupils make at least satisfactory progress
- show sufficient and secure subject knowledge, and prepared to update it
- respond to subject specific questions to move pupils forward
- employ a range of teaching strategies and resources
- maintain a good pace in lessons and ensure that learners are usually engaged
- review and reflect on their own planning and teaching
- recognise the different needs and strengths of individuals and groups
- differentiate planning for different learners
- show understanding of national curricula and statutory assessments
- use formative and summative assessment
- use the school behaviour management policy consistently and fairly
- show an understanding of factors which may contribute to challenging behaviour
- build effective professional relationships and show good communication with colleagues, parents and pupils
- take part in school life as appropriate

A student who is demonstrating the key features of Good for AP2 can

- encourage pupils to participate in learning
- set appropriately high expectations
- develop a rapport with a range of pupils
- employ consistent professional conduct
- enable all groups of pupils make at least satisfactory progress
- show sufficient and secure subject knowledge, and prepared to update it
- respond to subject specific questions to move pupils forward
- employ a range of teaching strategies and resources
- maintain a good pace in lessons and ensure that learners are usually engaged
- review and reflect on their own planning and teaching
- recognise the different needs and strengths of individuals and groups
- differentiate planning for different learners
- show understanding of national curricula and statutory assessments
- use formative and summative assessment
- use the school behaviour management policy consistently and fairly
- show an understanding of factors which may contribute to challenging behaviour
- build effective professional relationships and show good communication with colleagues, parents and pupils
- take part in school life as appropriate

A student who is demonstrating the key features of Outstanding for AP2 can

- show reliability in encouraging pupils to participate in learning
- maintain consistently set high expectations
- aim to promote pupils' independent learning
- employ consistent professional conduct
- enable the majority of pupils make good progress
- use a range of effective teaching strategies to ensure progression
- show a well-developed knowledge and understanding of the subject, pedagogy and curriculum
- address common misconceptions in their planning
- try out a range of approaches to teaching and learning
- demonstrate systematic reflection on lessons and their impact on learners
- adapt their teaching to meet the needs of individuals
- recognise how to deal with potential barriers to learning and collaborate with other colleagues when appropriate
- show a good understanding of national curricula and statutory assessments
- use a range of assessment practices regularly and monitor pupils' progress
- use assessment to inform planning
- apply a range of behaviour management strategies effectively
- create a positive learning environment
- work collaboratively with colleagues and identify opportunities to work with them
- pro-active in seeking opportunities to contribute to school life

A student who is demonstrating the key features of Good for AP3 can

- show reliability in encouraging pupils to participate in learning
- maintain consistently set high expectations
- aim to promote pupils' independent learning
- employ consistent professional conduct
- enable the majority of pupils make good progress
- use a range of effective teaching strategies to ensure progression
- show a well-developed knowledge and understanding of the subject, pedagogy and curriculum
- address common misconceptions in their planning
- try out a range of approaches to teaching and learning
- demonstrate systematic reflection on lessons and their impact on learners
- adapt their teaching to meet the needs of individuals
- recognise how to deal with potential barriers to learning and collaborate with other colleagues when appropriate
- show a good understanding of national curricula and statutory assessments
- use a range of assessment practices regularly and monitor pupils' progress
- use assessment to inform planning
- apply a range of behaviour management strategies effectively
- create a positive learning environment
- work collaboratively with colleagues and identify opportunities to work with them
- pro-active in seeking opportunities to contribute to school life

A student who is demonstrating the key features of Outstanding for AP3 can

- create an atmosphere that is highly conducive to learning and generate enthusiasm
- consistently set high expectations with all age groups
- regularly promote independent learning
- show good judgement in planning
- enable the majority of pupils make very good progress
- show in-depth pedagogical knowledge and is proactive in developing it
- anticipate common misconceptions
- use well-chosen and imaginative strategies that match pupils' needs
- judge accurately the impact of their practice
- contribute to curriculum planning / development of resources
- consistently adapt their teaching to meet the needs of individuals
- deal with potential barriers to learning and collaborate with other colleagues when appropriate
- shows a very good understanding of national curricula and statutory assessments
- make effective use of a range of assessment practices regularly and monitor pupils' progress
- assess pupils regularly and use to enable pupils to make very good progress
- manage pupils' behaviour confidently
- ensure that pupils are highly engaged in lessons
- demonstrate a pro-active approach in working with colleagues
- make a clear contribution to school life

