










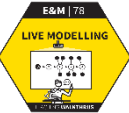





## Pedagogy and Teacher Standards

7.1. have clear rules and routines for behaviour 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

7.2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly



Before the lesson	During the lesson						After the lesson
<p>1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>4.5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p> <p>5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>5.3. 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>2.1. be accountable for pupils' attainment, progress and outcomes</p> <p>2.4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>4.1. impart knowledge and develop understanding through effective use of lesson time</p> <p>5.4. 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 support them.</p> <p>7.3. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>7.4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>						<p>2.1. be accountable for pupils' attainment, progress and outcomes</p> <p>4.4. reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>6.1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.2. make use of formative and summative assessment to secure pupils' progress</p> <p>6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>
	Connect	Explain	Example	Attempt	Apply	Challenge	
							
							
	Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking	
	Teachers connect what pupils already know with what they are about to learn, activating prior knowledge.	Teachers explicitly instruct relevant vocabulary and explain key concept concisely and precisely.	Teachers use the models to provide multiple examples of the key concept; they model applying the concept.	Through guided practice, pupils all achieve success in applying the target concept; scaffolding is gradually reduced.	Pupils achieve fluency with the target concept through deliberate practice; some pupils may need additional inspection at this point.	All pupils are challenged to sophisticated their thinking and to think hard about the concept they have been taught; this may include exploring exceptions, identifying common errors or applying a concept in multiple contexts.	
	2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	2.3. guide pupils to reflect on the progress they have made and their emerging needs  2.5. encourage pupils to take a responsible and conscientious attitude to their own study.  3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings  5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  6.2. make use of formative and summative assessment to secure pupils' progress  6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				