Teachers’ Standards Sept 2012: Examples of evidence

The NQT should maintain a record of evidence of progress towards targets, whether in a file or an electronic folder.

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<tr>
<th>Standard</th>
<th>Evidence</th>
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<td>1. Set high expectations which inspire, motivate and challenge students</td>
<td>• Lesson observation records from induction tutor and other staff&lt;br&gt;• Records from pupil/student voice&lt;br&gt;• Photos of displays / classroom environment&lt;br&gt;• Lesson plans showing appropriate challenge for all pupils&lt;br&gt;• NQT personal lesson evaluations&lt;br&gt;• Feedback from colleagues re NQT setting good example for pupils&lt;br&gt;• Samples of pupils’ work&lt;br&gt;• Mark books&lt;br&gt;• Feedback from parents: emails, letters, comments in homework diaries&lt;br&gt;• Classroom environment: displays linked to learning; evidence of reward system, class agreements and responsibilities; layout reflects needs of class; welcoming atmosphere</td>
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<td>2. Promote good progress and outcomes by students</td>
<td>• Pupil progress data&lt;br&gt;• Examples of effective feedback to pupils&lt;br&gt;• Lesson plans showing range of resources used depending on how children learn (visual/auditory etc)&lt;br&gt;• Lesson observation records from induction tutor and other staff&lt;br&gt;• Schemes of work&lt;br&gt;• Records from pupil/student voice&lt;br&gt;• Samples of pupils’ work&lt;br&gt;• NQT personal lesson evaluations&lt;br&gt;• Records of peer assessment&lt;br&gt;• Assessment for Learning strategies</td>
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| 3. Demonstrate good subject and curriculum knowledge                    | - Lesson plans showing extension activities  
- Lesson observation records from induction tutor and other staff  
- Contribution at departmental or school insets, and then application of this knowledge  
- Attending relevant external courses and feedback to colleagues  
- Pupils progress in numeracy and literacy  
- Examples of how spelling has been corrected in pupils’ work |
| 4. Plan and teach well structured lessons                                | - Self-evaluation of lessons against lesson plans  
- Scrutiny of lesson plans by colleagues  
- Exit cards / evaluations from pupils  
- Lesson nomination forms from pupils  
- Use of VLE  
- Homework setting  
- Monitoring pupils’ targets  
- Feedback from colleagues re contributions towards team planning  
- Lesson observation records from headteacher, induction tutor and other staff |
| 5. Adapt teaching to respond to the strengths and needs of all students  | - Use of SIMS data / vulnerable pupils register etc  
- Lesson plans show effective differentiation, determined by pupil outcomes  
- Lesson observations  
- Feedback from TAs / SENCO  
- Use of IEPs  
- Lesson observation records from induction tutor and other staff  
- Records of observing other teachers & putting into own practice |
| 6. Make accurate and productive use of assessment                       | - Feedback from Head of Dept / subject co-ordinator  
- Notes from learning walks  
- SIMS evidence  
- Tracking sheets |
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|          | • Records of CPD with Assessment Co-ordinator  
|          | • Mark books  
|          | • Lesson observation records from induction tutor and other staff  
|          | • Examples of pupils’ marked work, with pupils’ comments  
|          | • End of year pupil reports  
|          | • Work trawl focusing on, for example, marking and feedback |
| 7. Manage behaviour effectively to ensure a good and safe learning environment | • Use of school behaviour management system  
|          | • Methods used during break duty  
|          | • Lesson observation records from induction tutor and other staff  
|          | • Incident log of conversations about certain pupil – eg records of phone calls, notes of meetings etc  
|          | • NQT observing a teacher in another department with same class  
|          | • Records of visits to other schools (with similar and/or more challenging behaviour) |
| 8. Fulfil wider professional responsibilities | • Records of school trips / preparation etc  
|          | • Attending inset and other relevant training  
|          | • Sharing resources with colleagues on shared area  
|          | • Minutes of meetings showing NQT’s contributions  
|          | • TA deployment and evidence of prior direction and planning  
|          | • NQT’s CPD log  
|          | • Preparation for parents’ evenings / reports to parents |