

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Here are some great activities that you could do to meet Standard 2:

What you can do	How you can evidence it
Show that you understand how teachers are accountable for the attainment, progress and outcomes of pupils	<ul style="list-style-type: none"> <li>• Annotated copy of DfE guidance on assessment and progress</li> <li>• Minutes of progress meetings</li> <li>• Evidence of discussions with other teachers about progress of different groups of pupils</li> <li>• Examples of annotated IEPs for pupils with SEND</li> <li>• Tracking document with target grades</li> </ul>
Have an understanding of baseline assessments and how to use this to monitor progress	<ul style="list-style-type: none"> <li>• Tracking documents showing baseline and assessment data over time</li> <li>• Examples of baseline tests</li> <li>• Notes on tracking documents on how you can ensure progress of individuals</li> <li>• Assessment and test results over time demonstrating progress</li> <li>• Lesson plans that show planning that reflects gaps analysis/data interpretation</li> </ul>
Be aware of the differing needs of pupils and how this might impact on progress – not just those pupils with SEN but also those who are performing above expectation and will need extending	<ul style="list-style-type: none"> <li>• Evidence of annotated IEPs</li> <li>• Minutes of meetings/discussion with SENDCo about supporting pupil progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of recognising and understanding different needs in lesson plans</li> <li>• Lesson plans refer to use of TA/LSA to meet needs</li> <li>• Lesson plans show differentiation</li> <li>• Annotated copy of the SEND/G&amp;T/More Able register</li> <li>• Examples of different intervention strategies that you have used</li> </ul>
Work with and plan for different groups of pupils such as EAL learners/reluctant readers/gender groups/gender groups with a specific focus, for example girls and maths, boys and writing	<ul style="list-style-type: none"> <li>• Intervention records</li> <li>• Annotated lesson plans</li> <li>• Progress trackers</li> </ul>
Have an understanding of how and the ways in which children learn	<ul style="list-style-type: none"> <li>• Lesson plans demonstrate a variety of teaching approaches</li> <li>• Minutes of discussion with mentor about different learning strategies</li> <li>• Examples and notes on how different pupils learn</li> </ul>
Show that all pupils in your lessons are making progress	<ul style="list-style-type: none"> <li>• Photocopies of pupil work showing progress over time</li> <li>• Examples of marking with suggestions on how to improve work</li> <li>• Annotated lesson plans with examples of how you have used AfL in your lessons</li> <li>• Lesson observation feedback</li> </ul>
Set appropriately challenging tasks that enable learners to make progress and adopt a variety of differentiated learning opportunities	<ul style="list-style-type: none"> <li>• Lesson plans demonstrate a variety of teaching approaches</li> <li>• Lesson plan evaluations</li> <li>• Feedback from lesson observations</li> <li>• Examples of differentiated work</li> </ul>
Give effective feedback that enables pupils to make progress	<ul style="list-style-type: none"> <li>• Photocopies of pupils responses to written feedback</li> <li>• Photocopies of marking indicating how to make progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Book scrutiny feedback</li> <li>• Lesson observation feedback</li> </ul>
Ensure that there is a clear understanding of lesson objectives and refer to them throughout the lesson to check on learning	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Annotated lesson plans with evidence of ongoing reference to lesson objectives</li> <li>• Lesson evaluation</li> <li>• Feedback from lesson observations</li> </ul>

**These are just suggested sources of evidence and the list is not exhaustive.**