

Resource 2

Top Tips for Meeting Teachers' Standard 2: Promote good progress and outcomes by pupils

1. Read Standard 2 of the Teachers' Standards and, if you are unsure about anything, ask your induction tutor/mentor or headteacher.
Make sure that you can evidence how you are meeting the standard.
2. Pupils' prior knowledge of a subject can be surprising. Make sure that you have a clear understanding of what they know already so that you can build on it.
Show this in your lesson planning and don't be afraid to change your planning to reflect this.
3. Be aware of DfE guidance on assessment – it changes year on year so make sure you have the latest assessment framework!
Annotate the DfE guidance to reflect your own thinking throughout the year and to clarify any parts you are unsure of. If you need extra guidance, talk to other teachers and/or your mentor.
4. Make sure you understand what the different terminology for progress looks like, for example "on track" and "exceeding expected progress." If you are not sure, ask your induction tutor or another colleague to show you examples of each one.
Put examples of the different levels in your portfolio, with notes explaining how the pupils have achieved that level.
5. Set meaningful and challenging learning activities that are differentiated and/or well scaffolded for individual needs.
Evidence this by writing down in your lesson plans the different differentiation strategies you use.
6. Try to give feedback to pupils on a regular basis. Let the pupils know how they are doing and what they can do to improve. This can be either written or verbal and does not need to be formal.
You can use feedback from lesson observations and lesson plan evaluations to show how you have done this.
7. We all need to be clear on what is expected of us when we are doing an activity. Make sure that your pupils know what you want from them, you have given them the tools to be able to do it and tell them how their progress will be judged.
Make this an integral part of your lesson and save any feedback from lesson observations; make a note of how well it went in your lesson plan evaluations.
8. Keep detailed assessment records and trackers so that you can see that pupils are making progress over time. Doing it electronically will save time and let you share it with others.
Have copies of all your assessment records and make sure that you make them your own by annotating them.
9. Make sure that the pupils are given opportunities to assess their own and peers learning and also are involved in setting their own future targets.
Use lesson observation feedback as evidence or have copies of target setting documentation.
10. Make sure that you do not have too much "teacher talk" during lessons – it's not up to you to do all the work! Build in opportunities for independent and autonomous learning.
Examples of lesson plans showing a variety of different learning activities in your lessons.
11. Always have clear objectives for your lessons and refer to them throughout, not just at the end, so that the pupils are able to measure their

own progress as they go along.

Be sure to put these opportunities to refer back to the lesson objectives in your lesson plans.

12. Attend progress meetings about the cohort so that you are able to measure progress against the rest of the year group. This will also give you the chance to see how other teachers are using assessment to plan their lessons.

Keep minutes of any meeting that you attend and annotate them to reflect your thinking.

13. You need to be aware of all the learning needs in your class and how best to meet them. Your planning needs to show an awareness of how you can meet the needs of individual groups within the class so that their progress is supported, maintained and/or extended – remember you need to support progress in all pupils, not just those who are not meeting their targets so don't forget those who are exceeding their targets.

Use your progress tracker as a working document to identify which pupils are making the necessary progress, who needs support and/or intervention and who needs their learning extended. If you use a spreadsheet, a traffic light system is a good visual way of being able to track progress.