

# Resource 3

## Teachers' Standard 2 Checklist: Promote good progress and outcomes by pupils

Go through this checklist to see if you are meeting the requirements of the standard. Put it into your ECT evidence file to show that you are being a reflective practitioner.

### 2a. Be accountable for pupils' attainment, progress and outcomes

I have read and understood my school's marking policy.

Y/N

I have read relevant and up-to-date DfE guidance documents on assessment & progress.

Y/N

I am aware of the expected progress of all the pupils I teach.

Y/N

I have had the opportunity to look at, and understand, assessment data.

Y/N

I know how to set challenging targets.

Y/N

I am aware of the different types of testing used in my school.

Y/N

I have had the opportunity to take part in moderation.

Y/N

### 2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.

I am able to demonstrate how I have used baseline data to inform planning.

Y/N

I have information about prior learning for all my pupils.

Y/N

I have evidence of how I have used assessment data to inform my planning.	Y/N
I have a variety of different assessment records.	Y/N
I use tracking sheets to monitor progress.	Y/N
I know how data is used for pupils with SEND.	Y/N
I am aware of the needs of all my pupils and plan accordingly.	Y/N
I can evidence how I use data to plan for individual needs.	Y/N
I reflect on reasons for approaches used by the school or setting.	Y/N
I can evidence how I have used an IEP to inform planning.	Y/N
I have evidence on my planning sheets where I have changed the classroom around to fit the learning.	Y/N
I have copies of lesson plans showing how use progress data to meet individual needs.	Y/N
I have assessment records showing progress over time.	Y/N

## 2c. Guide pupils to reflect on the progress they have made and their emerging needs

I have lesson observation feedback that shows verbal feedback on progress.	Y/N
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I have lesson plans that show I have conversations about progress.	Y/N
I can show that when I mark pupil work I indicate how they can make progress.	Y/N
I have evidence that pupils know what their target is and how to reach it.	Y/N
I can demonstrate how I modify my teaching to respond to progress needs.	Y/N
I can show that pupils are given opportunities to assess their own and peers' learning and setting of future targets.	Y/N
<b>2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b>	Y/N
I am able to demonstrate my awareness of the different learning styles of my pupils.	
My lesson plans show that I adopt a variety of learning activities.	Y/N
I am able to demonstrate adaptability in teaching to respond to a need.	Y/N
My lesson plans show that time/pace and expectations for learning activities are clear.	Y/N
I am able to demonstrate a range of differentiated teaching styles.	Y/N
<b>2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b>	Y/N
I am able to demonstrate my awareness of the different learning styles of my pupils.	

My lesson plans show that I adopt a variety of learning activities.

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Y/N

I am able to demonstrate adaptability in teaching to respond to a need.

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Y/N

My lesson plans show that time/pace and expectations for learning activities are clear.

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Y/N

I am able to demonstrate a range of differentiated teaching styles.

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Y/N

**2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.**

I can evidence linking assessment and evaluation of a previous lesson to next steps of planning.

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Y/N

I can show that pupils recognise when targets are met and what next steps are.

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Y/N

I model and give of examples of high quality work.

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Y/N