

Primary PGCE & UG Core School-based Training Competencies Linked to Teachers’ Standards

**PGCE Stages 1/2 and UG Levels 4/5 Assessment Reports are formative and used to mark Interim points of Assessment.**

Trainees will require **targets for progression**at the end point assessment to support transition into employment and their Early Career.

**Progression and recommendation for QTS**

Decisions about Trainees’ progression onto the next Stage or Level of training will take place at the panel once all the information from the Stage and Level has been reviewed.

**Progress**: the Trainee should be allowed to progress to the next Stage/Level, as long as the Mentor and Link Tutor feel the Trainee is on a trajectory to meet the standards **by the end of training**. A Trainee needs to be demonstrating they have met the majority of the Core Competencies at the end of each Stage or Level (see Assessment Report).

Progression will take the following route:

1. Progress without further action.
2. **Progress with a Support Plan**: the Trainee should be allowed to progress to the next Stage/Level but with a Support Plan in place in the first week or so of School-based Training (this might occur if the Mentor and class teacher feel the Trainee has only just demonstrated they have met the core competencies).

**Not progress**: the Trainee will not progress to the next Stage/Level. This will occur if the Trainee is judged by the Mentor and Link Tutor not to have demonstrated they have met the core competencies.

**Not Progress**: the Trainee is deemed to have failed School-based Training and the Panel will decide whether to offer a resit opportunity in the next academic year. In certain circumstances a Trainee may be offered an extended School-based Training in order to meet the core competencies.

NB: All Trainees must be demonstrating a high level of professionalism throughout each School-based Training in order to progress.

The School-based Training Competencies Tracker is designed to support Trainees by identifying Core Competencies relevant to the Stage/Level. These competencies relate closely to key aspects of the Core Content Framework for ITT and have been carefully sequenced to build professional competencies across the PGCE and UG programmes. Over Stage 3 and Level 6, the School-based Training Competencies have been sequenced to enable the Trainee to meet or exceed the Teachers’ Standards by the end of the course.

The Mentor should review the School-based Training Competencies regularly and use them to support effective target setting in each Mentor meeting. There is also space for the Mentor, or the Trainee, to note key evidence against some of these competencies. This evidence will be helpful when completing the end of Stage/Level Assessment report.

## **DOMAIN: Planning**

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| Document with solid fill | **Foundational Competencies Achieved at Stages 1/2 & Levels 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** | **CCF Link** | **TS Matrix** |
| **Knowledge of how pupils learn and the role of memory in learning** | Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks | Planning shows awareness of the importance of recall, breaking complex material into smaller chunks, sequencing, and modelling in effective learning | CCF2, CCF3, CCF4, CCF5 |  |
| **Subject specific content knowledge**  | Appropriate subject knowledge is drawn on in planning lessons/tasks/sequences | Subject knowledge is generally accurate and applied appropriately in teaching | CCF2, CCF3 |  |
| **Subject specific pedagogical knowledge** | Tasks are planned to teach core content in the subject. A range of pedagogies are explored | Subject specific pedagogical knowledge is evident in planning  | CCF2, CCF3 |  |
| **Setting objectives and outcomes** | Lesson objectives and outcomes are used to structure lessons/sequences and communicate thinking with mentors and host teachers | Lesson objectives and outcomes are coherent, appropriately challenging, and build logically to structure a lesson and/or a sequence of lessons | CCF1, CCF4, CCF5 |  |
| **Identifying and managing potential misconceptions** | Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils’ prior knowledge | Common misconceptions and the prior knowledge of pupils/groups are noted in planning and lessons/sequences address these | CCF2 |  |
| **Meeting curricular aims** | Lesson and sequence planning fits with the intent of the schemes of work for the specific age phase | Lesson and sequence planning ensures pupils develop core knowledge and skills required by the overall curriculum plan. Sequences develop logically | CCF2, CCF 3  |  |
| **Being clear about planned tasks and activities** | Planned activities are described appropriately and broadly match the objectives for the lesson | Planned activities are clearly and concisely described. They are well chosen to develop or embed specific knowledge during a lesson or sequence of lessons | CCF4 |  |
| **Selecting appropriate resources** | Resources are chosen to support lesson activities. These might be pre-existing or self-createdThere is an awareness of statutory inclusion duties | Resources are well chosen and appropriate for the activities being undertakenResources are appropriate for the needs of groups | CCF4 |  |
| **Setting appropriate home learning** | Out of class activities are set in line with school policies | Where appropriate:out of class activities prepare students for new learning, or consolidating existing learning and completion is monitored in line with school policies | CCF4 |  |

## **DOMAIN: Classroom Practice (Teaching)**

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| Classroom with solid fill | **Foundational Competencies Achieved at Stages 1/2 & Levels 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** | **CCF Link** | **TS Matrix** |
| **Providing objectives or purpose to lessons** | Purposes or objectives of lessons and/or tasks are explained to pupils | Purposes of lessons/sequences are linked to lesson tasks | CCF1, CCF2 |  |
| **Explaining tasks**  | Tasks are explained | Tasks are explained clearly and links between tasks are signalled | CCF4 |  |
| **Highlighting and reviewing key ideas** | Key ideas are highlighted and/or reviewed | Appropriate key ideas are highlighted and/or reviewed at suitable points in a lesson or sequence of lessons | CCF2 |  |
| **Structuring lessons well** | Knowledge of basic lesson structures is shown beginning with overviews; outlining content; drawing attention to and reviewing key ideas and giving time to practise or consolidate | Lessons are structured so that they flow logically through outlines, explanations, practice and consolidation as appropriateTime is used appropriately | CCF2, CCF4 |  |
| **Explaining key content, ideas, concepts, or skills** | Time is given to explaining core content, ideas, concepts, or skills | Teacher explanations are accurate and used at appropriate points. These active and build on pupils’ prior knowledge | CCF4, CCF5 |  |
| **Modelling tasks and responses** | Modelling is being attempted and developed | Time is given to modelling core content, concepts, skills, or tasksModelling used as appropriate to the subject area (eg Maths Mastery) | CCF3, CCF4 |  |
| **Using tasks effectively** | Tasks link to lesson/sequence objectives and develop, embed or consolidate knowledge | Tasks are well chosen to meet the objectives of a lesson and/or sequence of lessonsThey are organised to enable pupils to move from simpler to more complex tasks over time | CCF2, CCF4, CCF5 |  |
| **Using appropriate resources**  | Resources are utilised to support learning linked to lesson/sequence objectives and have no major errors. These could be drawn from pre-existing resources or created from scratch | Resources are selected with care and are appropriate for the relevant lesson. These could be drawn from pre-existing resources or created from scratch | CCF4, CCF5 |  |
| **In-class adaptation** | Awareness of statutory duties in relation to pupils with specific needs | Consideration is given for the specific needs of groups / individuals during lessons | CCF5 |  |

## **DOMAIN: Classroom Practice (Assessment)**

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| Clipboard Mixed with solid fill | **Foundational Competencies Achieved at Stages 1/2 & Levels 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** | **CCF Link** | **TS Matrix** |
| **Raising different types of question at an appropriate difficulty level** | Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning  | Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class | CCF5, CCF6 |  |
| **Dealing with student responses** | Time is given for pupils to think about and respond to questionsCorrect answers are highlighted and effort is praised | Thinking time and selection techniques are deployed effectively to maximise student engagementIncorrect answers are noted when they arise | CCF5 |  |
| **Monitoring pupils’ understanding**  | Techniques are used to monitor student work during the lesson | Monitoring is used at key points to ensure pupils are aware of key points and ideas in the lesson/sequence of lessons | CCF2, CCF6 |  |
| **Accuracy and use of in-class assessment** | Pupils are offered feedback on their work or responses | Assessments of pupil understanding are broadly accurate. In-class monitoring impacts on teaching during lessons | CCF2, CCF6 |  |

## **DOMAIN: Classroom Practice (Behaviour Management)**

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| Social network with solid fill | **Foundational Competencies Achieved at Stages 1/2 & Levels 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** | **CCF Link** | **TS Matrix** |
| **Establishing appropriate relationships**  | Time is given to establishing a purposeful classroom environment – setting boundaries and reinforcing rules | Appropriate routines are in place to establish appropriate relationships at the start of lessons, during teacher talk, during tasks and at the end of lessons | CCF2, CCF7 |  |
| **Establishing on-task behaviour** | Rules for engaging with lessons elements are explained to pupils as appropriate. Attempts are made to control off-task behaviours | Specific strategies are used to good effect to maintain on-task behaviour during lessons elements | CCF1, CCF7 |  |
| **Managing transitions**  | Transitions between lesson elements are signalled and attempts are made to manage these | Transitions between lesson elements are managed effectively to reduce disruptions | CCF4 |  |
| **Dealing with disorder** | Disruptions and/or breaches of rules are responded to | School systems are used to respond to major and minor disorder appropriately, encouraging a respect of boundaries | CCF7 |  |

## **DOMAIN: Professionalism**

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| Briefcase with solid fill | **Foundational Competencies Achieved at Stages 1/2 & Levels 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** | **CCF Link** | **TS Matrix** |
| **Professional learning** | Work is undertaken to fill gaps in curriculum knowledgeActive part is taken in professional learning communities eg departmental or PGCE discussionsTime is dedicated to preparing for professional discussions | Knowledge relevant to subject curriculum and exam schemes is actively developedTrainee can engage proactively in professional discussion and dialogue about curriculum, pedagogy and assessment in their subject | CCF3, CCF8, PPC |  |
| **Reflecting & Responding** | Appropriate time is spent reflecting on development, including evaluating taught lessonsAdvice is received and acted upon | Regular reflections on lessons focus on pupil learningThere is evidence of proactivity in seeking and responding to advice | CCF8 |  |
| **Record keeping** | Records of marking are kept | Records are kept accurately and in line with school policies | CCF2, CCF6, CCF8, PPC |  |
| **Being part of the school community** | Pastoral aspects of the school are supported as required | A contribution is made to the wider school community through appropriate activities (eg Leading an assembly, supporting a club) | CCF8, PPC |  |
| **Communication** | Communication with other adults, including host teachers and/or support staff is timely and effective | Communication with parents is undertaken in line with school policies (eg Parents’ evenings / reporting) | CCF8, PPC |  |
| **Professionalism** | Professional standards and school expectations of staff conduct are maintained in line with PPC and school codes of conductHigh standards of attendance and punctuality are maintained across the course | As before | CCF1, CCF8, PPC |  |

## **School-based Training Competencies and Teachers’ Standards Matrix (end of programme)**

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|   | **Domain of PLANNING** | **Domain of PROFESSIONALISM** |
|   | Knowledge of how pupils learn and the role of memory in learning | Subject specific content knowledge | Subject specific pedagogical knowledge | Setting objectives and outcomes | Identifying and managing potential misconceptions | Meeting curricular aims | Being clear about planned tasks and activities | Selecting appropriate resources | Setting appropriate home learning | Professional learning | Reflecting & Responding | Record keeping | Being part of the school community | Communication | Professionalism |
| TS1 |  | \* |  | \* |  |  | \* |  | \* |  | \* |  | \* |  | \* |
| TS2 |  |  | \* |  | \* | \* |  |  |  |  |  | \* |  |  |  |
| TS3 | \* | \* | \* |  |  | \* |  | \* |  | \* |  |  |  |  |  |
| TS4 | \* |  |  | \* | \* |  | \* | \* | \* |  |  |  |  |  |  |
| TS5 | \* |  |  | \* |  |  |  | \* | \* |  |  |  |  |  |  |
| TS6 |  |  |  |  | \* | \* |  |  |  |  |  | \* |  |  |  |
| TS7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS8 |  |  |  |  |  |  |  |  |  | \* | \* |  | \* | \* | \* |
| PPC |  |  |  |  |  |  |  |  |  | \* | \* | \* | \* | \* | \* |

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|   | **Domain of TEACHING** | **Domain of ASSESSMENT** | **Domain of BEHAVIOUR** |
|   | Providing objectives or purpose to lessons | Explaining tasks | Highlighting and reviewing key ideas | Structuring lessons well | Explaining key content, ideas, concepts, or skills | Modelling tasks and responses | Using tasks effectively | Using appropriate resources | In-class adaptation | Raising different types of question at an appropriate difficulty level | Dealing with student responses | Monitoring pupils’ understanding | Accuracy and use of in-class assessment | Establishing appropriate relationships | Establishing on-task behaviour | Managing transitions | Dealing with disorder |
| TS1 | \* | \* |  |  |  | \* |  |  | \* |  |  |  |  | \* |  |  | \* |
| TS2 | \* |  | \* | \* |  |  | \* | \* |  |  | \* | \* | \* | \* | \* |  |  |
| TS3 |  |  | \* |  | \* | \* |  |  |  |  |  |  |  |  |  |  |  |
| TS4 | \* | \* |  | \* |  | \* | \* | \* |  |  |  |  |  |  |  | \* |  |
| TS5 |  |  | \* |  | \* |  | \* | \* | \* | \* | \* |  |  |  |  |  |  |
| TS6 |  |  |  |  |  |  |  |  |  | \* | \* | \* | \* |  |  |  |  |
| TS7 |  | \* |  | \* |  |  |  |  |  |  |  |  |  | \* | \* | \* | \* |
| TS8 |  |  |  |  |  |  |  |  |  |  |  |  |  | \* |  |  |  |
| PPC |  |  |  |  |  |  |  |  |  |  |  |  |  | \* |  |  | \* |