



Initial Teacher Education: Effective Target Setting

University of Cumbria ITE Partnership

Effective Target Setting for ITE Trainees

Central to our trainees' progress and success is their achievement of developmental targets. It is important that targets specifically address improving the quality of the trainees' teaching and pupils' learning over time and are **linked to the ITE curriculum and Staged Expectations at each phase of placement.**

Weekly review meetings are a critical tool in helping a trainee remember more of what they have 'learnt that' and 'learnt how to' as part of their ITT curriculum; reflecting on and understanding how they have enacted this in the classroom/setting.

*The following guidance follows our Mentor **Essential** briefing and Target setting training sessions.

Primary	
IMT (Tier 1)	<ul style="list-style-type: none"> • Initial Mentor Training Introduction (Online synchronous) • Purpose and Design of ITTECF • Understanding Teacher Education at the UOC • Mentoring and Coaching • Observation and Feedback <p>+ Bespoke content below</p> <p>2 x QA touchpoints (during student placement)</p>
Bespoke (Tier 2)	<ul style="list-style-type: none"> • Setting ITE curriculum targets (Online synchronous) • The CFF and UoC ITT curriculum module (curriculum depth & breadth) • Challenging disadvantage together • UOC Paperwork and Processes <p>+ 2 x QA touchpoints (during student placement)</p>

In the University of Cumbria ITE Partnership; Targets should:

- ❖ include a clear statement of what the trainee needs to focus on to improve and make progress (related and referenced to the staged expectations (beginning and developing phases) and the teachers' standards – or sub-heading (extending phase));
- ❖ use language which aligns with the assessment grids (primary) for the grade at which the trainee is working;
- ❖ be subject specific where appropriate;
- ❖ state what actions the trainee needs to take to improve and make progress;
- ❖ state what support/resources* are required to help them achieve the target;
- ❖ state where that support/resources* can be found;
- ❖ include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how when the target is achieved;
- ❖ set out a realistic and workable time-frame in which the target can be achieved
- ❖ state how and when the target will be reviewed (usually next weekly review meeting).

*Resources required to support the trainee may be time allocated for development opportunities, teacher modelling, focused observations, targeted support from lead practitioners, paper or web-based training materials etc.

Contents

This guide takes you through the process of how we encourage our students, along with expert colleagues, to set focused targets.

It covers the following areas:

- ❖ What is a SMART target?

- ❖ The University of Cumbria ITE Partnership- 'Weekly targets running record' proforma

- ❖ 'Staged Expectations' and 'domains of ITT learning' linked to targets.

- ❖ Building a target from broad to deep (Composite to Component)

- ❖ Using clear 'implementation' steps- (Verb driven actions)

- ❖ Short, medium and long term targets & reviewing of targets.

- ❖ Extending phase (End Point Assessment) -transition of targets to 'meet Teachers' Standards'.



What is a SMART Target

SPECIFIC – be clear about what you want the trainee to achieve and why e.g. Impact on pupil progress and learning over time, subject knowledge development etc.

MEASUREABLE - Clear criteria for success. What is the end product, impact? i.e. How will the performance be judged against the target? Consider what evidence there could be that would indicate success – modelled so that the trainee can understand how to achieve the target and provide evidence of the fact.

ACHIEVABLE - Can the target really be achieved in the time/resources available? i.e. What opportunities are available? Appropriate levels of challenge set. Be clear as to the actions (implementation steps) that need to be carried out to achieve the target.

REALISTIC - In number, complexity, stage of development and purpose. i.e. Does the target link to the phase of training and the staged expectations that are currently being working towards? Have the targets been discussed with other school tutors? Good targets should challenge and stretch.

TIMELY - How long will it take, short, medium and long term/date specific. i.e. in the next lesson with group ...or by the end of the unit week?

& REVIEWED - What impact has the target had on performance, pupils, practice, policy? i.e. will the evidence be found in lesson plans, evaluations, pupil's books?

Discuss targets at weekly meetings and record on the proformas.

Is there a need to have a follow up or new targets set? i.e. ensure that targets are reflected upon and feedback into practice. If a target is not met ask why that might be. Review at weekly meetings, interim or end of placement, target setting tutorials.

The University of Cumbria ITE Partnership- 'Weekly targets running record' proforma

Our ongoing targets running record is designed to create a developmental space for student teachers and expert colleagues to shape bespoke targets and actions of progress towards meeting the expectations of each phase of placement. Central to the professional dialogue at each weekly reflection meeting will be the use of the Staged expectation / end point assessment guidance, the student's embedded ITT curriculum documentation and use of associated resources such as the (National) [Core Content Framework resources](#) / [reading lists](#) and knowledge organiser identified session key readings.

We see these targets as key indicators of progress for student teachers. UPT & PPL colleagues will be monitoring ongoing target development at QA touch points.

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In Extending (End point assessment) phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL

‘Staged Expectations’ and ‘domains of ITT learning’ linked to targets

Targets set should always help a student teacher ‘remember more’ of what they have ‘learnt that’ and ‘learnt how to’ from their ITT curriculum.

The University of Cumbria ITT Partnership have based our B&D placement assessment guidance around the student ITT curriculum; which in turn has been aligned the national Core Content Framework (the core entitlement of any ITT programme in England) with the use of *‘Domains of ITT Learning’*:

1. Professional Behaviours
2. Behaviour
3. Pedagogy
4. Curriculum
5. Assessment

6. & University of Cumbria ITE Partnership- ‘Ambitious Curriculum’ aim- Challenging Disadvantage Together.

Mentors will have received training to ensure that the ITT curriculum helps identify a broad range of targets that help shape a trainee teacher’s development across these domains.

As in the mentor training sessions we ask for the following questions to be considered to help understand where to pitch / set a target:

1. What is the issue/ area being focussed on for development (linked to the subject being taught)?
2. Have they studied this already in their programme?
3. What would the component-level subject specific target be?
4. What support would you put in place?

We would expect to see a range of targets including those that are subject related in a student profile.

Examples of targets set using staged expectations and using the weekly targets running record format can be seen below:



DEVELOPMENT TARGETS RUNNING RECORD

Name of Trainee: Placement: B/D/E (use colour coding to track) INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged expectations DOMAIN (B&D) - In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UP 1 / Mentor/PPL
To use understanding of history pedagogy to plan and teach a sequence of history lessons to secure chronological understanding.	Show developing subject knowledge and how this has informed planning of teaching history in KS1 (Curriculum domain)	<ul style="list-style-type: none"> • Watch BBC Teach 'The life of Mary Seacole' (YouTube) • Explore https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/ • Read brief bio of Mary Seacole https://www.maryseacole.info/?Teaching_Resources:A_brief_bio_of_Mary_Seacole_for_teachers • Read chapter 6 'Creative approaches to time and chronology' in Cooper, H. (2012) <i>Teaching history creatively</i> e-book. • Create my own simple timeline of NC history and locate Mary Seacole within this framework • Discuss with CT what the children have studied in history • Watch subject lead teach history, note observations and discuss approaches to teaching chronological understanding. • Adapt and modify existing planning sequence to include engaging pupil activities, knowledge of Mary Seacole's life, achievements and links to historical periods studied. • Evaluate impact on pupil progress. 	By the end of Week 4	<p>Mentor comment: Target achieved . Evidence referred to within the Weekly Review: -Notes from further reading -Observation notes on History subject lead -Annotated history plan</p> <p>Student comment: Target achieved. Evidence present: -Notes from further reading (2-2-21) -Observation notes from History Subject Lead (3-2-21) -Annotated lesson plans (4-2-21) -Progress discussion with CT (5-2-21)</p>	<p><i>A.Smith</i> 8-2-21 <i>B.Cook</i> 8-2-21</p>

Clear actions needed to improve and make progress

Support and resources highlighted clearly

Realistic and workable time frame

Subject specific target

SMART target

INTENT		IMPLEMENTATION		IMPACT
Targets	Links to staged expectations DOMAIN (B&D) - In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy) Sign and date student/UPT/Mentor/PPL
To use understanding of history pedagogy to plan and teach a sequence of history lessons to secure chronological understanding.	Show developing subject knowledge and how this has informed planning of teaching history in KS1 (Curriculum domain) Reference made to staged expectation	<ul style="list-style-type: none"> • Watch BBC Teach 'The life of Mary Seacole' (Youtube) • Explore https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/ • Read brief bio of Mary Seacole https://www.maryseacole.info/?Teaching_Resources:A_brief_bio_of_Mary_Seacole_for_teachers • Read chapter 6 'Creative approaches to time and chronology' in Cooper, H. (2012) <i>Teaching history creatively</i> e-book. • Create my own simple timeline of NC history and locate Mary Seacole within this framework • Discuss with CT what the children have studied in history • Watch subject lead teach history, note observations and discuss approaches to teaching chronological understanding. • Adapt and modify existing planning sequence to include engaging pupil activities, knowledge of Mary Seacole's life, achievements and links to historical periods studied. • Evaluate impact on pupil progress. 	By the end of Week 4	<p>Mentor comment: Target <u>achieved</u>. Evidence referred to within the Weekly Review:</p> <ul style="list-style-type: none"> - Notes from further reading - Observation notes on History subject lead - Annotated history plan <p>Student comment: Target achieved. Evidence <u>present</u>:</p> <ul style="list-style-type: none"> - Notes from further reading (2-2-21) - Observation notes from History Subject Lead (3-2-21) - Annotated lesson plans (4-2-21) - Progress discussion with CT (5-2-21)

Link to further reading stated as an action

Specific and measurable actions

Pupil progress acknowledged

Professional behaviour action evident in engaging with colleagues


Evidence dated and presented clearly




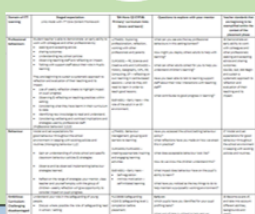
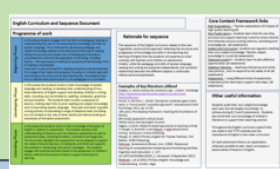


Building a target from broad to deep (Composite to Component)

Whilst we recognise that student teachers are on a 'journey' in their development at each stage of their programme / placement; We are now also clear as to how they learn the new 'knowledge' related to becoming a teacher.

As in all placement documentation we see this 'knowledge' outlined across and through assessment guidance- making it easy to identify what a student teacher has learnt / learnt how to and then linking this through a domain of learning (at B&D phases) to how they will enact this in the classroom / setting context.

How do we present this for your ease of access?
Breadth and Depth



<p>Top level course documents- inc. Programme specification & module descriptor forms.</p> <p>We display this overview to you as a grid of the modules and sequence throughout the Programme- 'course overview'</p>  	<p>The progression of the ITT Curriculum.</p> <p>We display this to you as the 'Staged Expectations'</p> <p>These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the placement)</p> <p>Breadth of curriculum- 'learn that' and 'learn how to' statements</p>  	<p>We display these to you as 'Knowledge Organisers'</p> <p>New for 2022/23</p> <p>You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.</p> <p>These organisers outline the 'essential (components) knowledge and skills' learnt by our student teachers before each phase of placement.</p> <p>They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge.</p> <p>This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations.</p> 	<p>Curriculum Sequence steps</p> <p>This can be accessed through your UPT where you feel it useful to have a session by session sequence of knowledge & skills build in a module or subject area. (PGCE include in booklet for individual subjects)</p> <p>They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.</p> <p>We use these documents internally to explore teaching quality and ensure coverage of curriculum.</p>  
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Simple guide to components and composites!

Students are on a learning journey made up of incremental steps. These steps are known as **components** of the curriculum.

Our aim as expert colleagues is to help them reach **destinations** on that journey. These are known as **composites**.

In primary classroom- By definition, **composites**, relating to the National Curriculum, are top level outcomes which are multi-faceted summaries, involving a range of knowledge and skills. Each of these **composites** is made up of its constituent parts referred to as the **components**. These **components** need to be sequenced so that all children can build upon previous learning and apply prior knowledge and skills.

Here's the example Ofsted offer as a means of explaining the difference between **components** and **composites**:-

Composite: *To learn the names of, describe weather associated with and observe changes across the four seasons*

Components

Knowledge Components	Skills Components
<ul style="list-style-type: none"> • Know the names of the four seasons • Know when they take place • Know the basic characteristics of each season • Know similarities between seasons • Know differences between seasons 	<ol style="list-style-type: none"> 1. Observe the weather 2. Relate the different types of weather to their experience 3. Use simple information sources 4. Make comparisons

So, a comparison to ITT training:

Composite is our end of phase (the journey)- **Staged Expectation;**

The curriculum however needs the **component depth**....

...Components should be broken down into **(Knowledge) Learn that** and **(Skills) Learn how to**...

Available as 'Knowledge Organisers' linked from the staged expectations.

Using this composite and component Essential knowledge is key to helping a student teacher develop their practice.


We spend some focussed time with student teacher prior to each placement phase helping them identify how to turn a target journey are into a SMART component implemented target.

See the example below:

In this example we have identified a student teacher who needs some particular focus in developing an area of SPAG in readiness for the year group they are about to teach.

DEVELOPMENT TARGETS RUNNING RECORD
Sept 2021

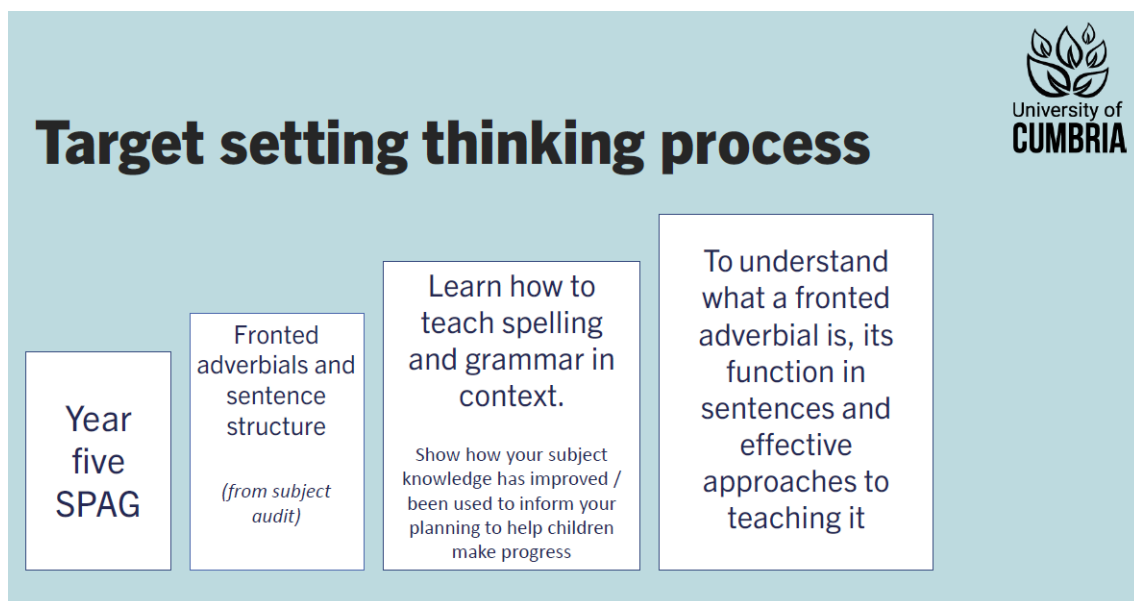
Name of Trainee: _____ Placement: B/D/E (use colour coding to track)



INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (BSD) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL
To know how to teach SPAG					

- The student teacher started by framing the target as a need to know how to teach SPAG.
- As we can see this target would not constitute a SMART target for development.

So we encouraged the student teacher to revisit what they had already covered in their ITT curriculum and identify exactly what area of SPAG they were concerned about and why...



Targets

- ✓ **To understand what a fronted adverbial is, its function in sentences and effective approaches to teaching it.**

This gave us the picture of where the student teacher wanted to be.... The target could be set (Intent).

Using clear ‘implementation’ steps- (Verb driven actions)

A recent approach (2022/23 cycle) we have taken with groups of ITT students has been to help them understand that in order to action / implement a target like the example above.

In order to do so we felt it important that the student teacher understands there are many elements of ‘action’ that help with the remembering, understanding, enacting of the target area.

We have devised a series of ‘Implementation VERBS’ to help break down the learning and enactment.

The ITE partnership will be reviewing this approach during the current cycle.

- ✓ Read
- ✓ Observe
- ✓ Find out
- ✓ Listen
- ✓ Activate Prior Knowledge Read
- ✓ Watch

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D)	Actions to <u>be taken</u> by the trainee	Date to achieve	Review Target and signal evidence trail (e.g. weekly reflection)	Sign and date (student, mentor, UPT)
To understand what a fronted adverbial is, its function in sentences and effective approaches to teaching it	<u>Curriculum</u> – improvement in subject knowledge, grammar	<p>Read Appendix 2 – National Curriculum Grammar glossary -Y5</p> <p>Observe the class teacher in English lessons and identify when grammatical conventions are <u>being</u> modelled and explicitly taught</p> <p>Find out from the class teacher or mentor different interactive ways and resources to teach grammar</p> <p>Activate Prior Knowledge</p> <p>Revisit your notes from PGPC9140 English session 3 Teaching Grammar and blackboard resources and utilise the support</p> <p>Read Chapter 7 ‘teaching adverbial phrases’ from <u>Bingle B and Horton, S. (2014). <i>Lessons in Teaching Grammar in primary Schools</i>. London. Sage.</u></p> <p>Watch ‘George explains fronted adverbials’ https://www.youtube.com/watch?v=t44uZfBvVJs</p>			

Implementation of course is not always just led by the role of the student teacher. Quite often an ‘expert colleague’ (mentor or subject / area lead within a school) may be utilised to allow an area to be unpicked, observed or co-developed.

Our weekly reflection meeting proformas require both the trainee and mentor to show how support has been put in place to help them develop their practice.

Below see a range of ‘domain led’ targets that our trainees have been set over time:

Plan and use ‘Think Alouds’, and modelling to and with the children, so each step is explicit and process is embedded in their long-term memory.	Curriculum & Pedagogy	<ul style="list-style-type: none"> • ‘Think Aloud’ explicitly modelled by CT to the children • ‘Think Aloud’ modelled with the children. The children orally articulating the process with you as you model • Steps to success or clear success criteria • Talk partners- children discussing next steps in a process • Children orally explaining the process in the correct sequence • Modelling explicitly taught during lessons. 	Deconstruction of processes evident in planning Think Aloud and Modelling evident on planning lesson observations Display of Steps to success or Success Criteria
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To develop phonics knowledge in teaching and learning.	Curriculum	<ul style="list-style-type: none"> •Read and understand phonics literature •Observe how teachers in your school deliver phonics lessons •Reflect on phonics teaching practice. •Plan and implement strategies to allow pupils to receive and act on feedback about their learning in phonics. 	<p>Pupils receive and act on feedback</p> <p>Pupils make good or better progress in their understanding of phonics. Confidence in delivering phonics lessons is improved.</p>
To make good use of other adults within all planned lessons	Professional behaviours	<ul style="list-style-type: none"> •Observe use of additional adults in next setting •Read and note suggestions in EEF guidance report on effective use of TAs <p>Discuss report with adults in your class</p> <ul style="list-style-type: none"> • Identify role of adults in all planning • Brief and discuss impact of lesson with adults deployed. • Reflect on impact of use. 	All adults briefed, deployed and utilised to support learning.

All of the above examples start to outline that development targets can be set to help a training teacher understand how and when to implement different parts of that learning... Longer term, medium term and short term....

Short, medium and long term targets & their review

It is recognised that some targets are more difficult to achieve and require a longer timescale, even over a whole placement. Longer term targets should be broken down into smaller steps and reviewed regularly to set the next steps. The example below (taken from an 'End point assessment'- Extending phase placement) sets out the first couple of steps in ensuring that the trainee makes progress in making accurate and productive use of assessment (TS6). The text in red provides a focus for discussion at the review meeting.

Targets	Links to Extending phase standards	Actions to be taken	Target date for Achievement	Review of Target and Comment on progress
<u>Long Term</u> Make accurate and productive use of assessment <u>Short term</u> Extend range of assessment strategies which encourage children to evaluate and improve their work	TS6 TS6 (b)	Read Chapter X of Clarke and discuss implications with mentor. Observe Mrs Y teaching and answer the following questions– what does she ask pupils to do to evaluate their work? How do the pupils respond? Do the pupils know now how to improve their work? Did this strategy help to improve pupil	By end of placement By Wed Thursday (next mentor meeting)	
<u>Short Term</u> Review how written feedback should look to encourage pupils to respond and improve their work	TS6 (d)	progress? How could I adapt this strategy for my class? <ul style="list-style-type: none"> • Include this 'new' assessment strategy in your next lesson (mentor carries out a focused observation and feedback) • Review a sample of pupils' books from Mr Z's class – identify good practice in terms of written feedback – what strategies does he use to encourage pupils to respond and improve their work? What impact did this have on pupils' progress? • Try to model this good practice when marking class JY's books – how did the pupils respond? What impact did it have on their progress? Bring a sample of their marked books to the review meeting and be ready to discuss the impact you have had on their progress. 	Monday Tuesday Thursday	

The prompt questions that exist both within our Beginning & Developing phase Staged expectations & End point assessment guidance can be central to helping a student teacher consider both how to reflect on a targeted area but also set the next step in that journey.

The review process is central to understanding how the essential knowledge builds over time for a training teacher.

From a Quality assurance stance- the ITE partnership need to be clear that the review and associated commentary are captured.

Below note how targets set at B&D phases of placement can be set to ensure a range of domains are covered and also a clear focus is given to review:

DEVELOPMENT TARGETS RUNNING RECORD

Sept 2022

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL
To maintain my well-being by taking my dog on walks everyday and discussing workload management weekly.	Professional Behaviours Consider wellbeing, workload implications and strategies used by professional staff.	<ul style="list-style-type: none"> • Share my well-being target with my mentor. • Discuss how I am managing my workload strategies, at my weekly meetings. • Read our <u>Workload Charter</u> and discuss with mentor. • Explore how other professionals manage workload • Evaluate the success of my strategies and discuss at my weekly review. 	Reviewed and discussed throughout placement. Amended as needed		
To implement 2 strategies to gain attention and support behaviour in line with school policy (Praise, raising hand – waiting for silence)	Behaviour Observe and be observed implementing behaviour strategies learned, in line with school policy.	<ul style="list-style-type: none"> • Read school behaviour policy to gain an understanding of the existing behaviour management expectations. • Discuss behaviour management strategies and their impact used with the class teacher • Observe and note the strategies to gain attention and manage behaviour in your class • Implement the behaviour strategies noted during small group work and any whole class transitions (gaining attention, moving from table to line up). • Be observed implementing the strategies. • Activate your prior knowledge by referring to PGPC9140 notes about the impact of behaviour for learning and how to manage it • Read and reflect on Tom Bennet’s behaviour management toolkit. https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf • Reflect and discuss the impact of your use of strategies with your mentor. 	End of week 1	STUDENT has observed multiple teachers and has a good understanding of SCHOOL behaviour policy. Sarah has adopted the schools ethos of praising positive behaviours as and when necessary throughout lessons. THEY have used rewards in line with school policy (team points, stickers etc) as appropriate. STUDENT has reflected on the use on the ‘hand raise for silence’ and has noted that this is not an appropriate technique for this particular class and is going to now implement a different technique which the pupils will hear and therefore respond better to.	

To know the different backgrounds and needs of 3 profile children.	Pedagogy Become aware of, and take into account different abilities, backgrounds and needs.	<ul style="list-style-type: none"> • Discuss the needs of the class with the class teacher. • Complete the Class Data Summary sheet. • Identify 3 profile children • Study a sample of children's books to determine what they understand. (3 Profile children) • Observe a sample of the children during lessons (profile children) • Talk to the children about their work and their understanding. (Profile children) • Explore the range of resources used in the class to support these children's learning. • Ask questions about how children's learning is supported in class. • Read about adaptive teaching https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you • Discuss your notes and ideas with your mentor 	End of week 1	3 profile pupils identified and included in marking & small reading group to check progress. Completed 3/11/22	
To develop my Knowledge of Inverse calculations and how to use them to solve different types of problems within the subject of maths.	Curriculum Show how your subject knowledge has improved / been used to inform your planning to help children make progress.	<ul style="list-style-type: none"> • Read the National Curriculum linked to maths for the year group I am working with. • Refer to my subject knowledge audit for prompts • Observe the class teacher in maths (inverse calculation) lessons • View school planning / schemes of work to note subject knowledge and how it supports progression • Note how problem solving and maths skills are being modelled and explicitly taught to support pupil progression • Activate prior knowledge about inverse calculations by revisiting course notes from maths lectures/ seminars. • Discuss your understanding and notes with an expert other (mentor) • Plan a sequence of lessons showing good subject knowledge • Reflect on my subject knowledge within planning and teaching xxxxx 	End of Week 2		
INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL
To develop an understanding of how effective relationships with parents can improve academic success.	Professional Behaviours Observe how expert colleagues communicate with parents and carers proactively and make effective use of parents evenings to engage parents & carers in their children's schooling	<ul style="list-style-type: none"> • Discuss the needs of the class with the class teacher. • Read class teachers notes prior to parents evening and discuss with mentor. • Observe and note the strategies used to discuss with parents academic achievement and classroom behaviours • Reflect and discuss the conversations observed between class teacher & parent. 	End of week 2		

<p>To implement strategies to gain attention and support behaviour in line with school policy</p> <p>(positive praise & clapping)</p>	<p>Managing Behaviours</p> <p>Observe and be observed implementing behaviour strategies learned, in line with school policy.</p> <p>Establish & reinforce behaviour routines</p>	<ul style="list-style-type: none"> • Observe and note the strategies to gain attention and manage behaviour in other classes through school to gain some different ideas • Implement the behaviour strategies noted during small group work and any whole class transitions (gaining attention, moving from table to line up). • Be observed implementing the strategies. • Activate your prior knowledge by referring to PGPC9140 notes about the impact of behaviour for learning and how to manage it • Reflect and discuss the impact of your use of strategies with your mentor. • 	<p>End of week 2</p>		
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Extending phase (End Point Assessment) -transition of targets to 'meet Teachers' Standards'

[Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The staged Expectations act as progress way markers towards the 'end point assessment'; At Extending phase / End point we make a summative assessment on the ability of the student teacher to 'meet' / best fit the Teachers' Standards.

Again, the ITT curriculum that the student has 'learnt' & 'learnt how to' underpin (are embedded within) all of our assessment guidance. This can still be used to help the student teacher 'remember more' and then enact in the final assessment context.

Weekly targets and professional reflection dialogue are key to success.

Cumbria Student Teachers' teaching is assessed in relation to:

- The context and content of their teaching over sequences of lessons. Judgements are not made on individual lessons.
- The contribution it makes to pupil progress over time (including tracking through class and pupil profiling paperwork); good or better than expected pupil progress=exceeding expectations, at least expected pupil progress = meeting requirements for QTS.
- The full range of evidence, (including for example, pupils' responses in lessons and from their workbooks; the quality and impact of marking) should be used throughout to help the student teacher progress against targets on a trajectory to meet the expected student Teachers' Standards by the end of their programme.
- At Extending phase: Teachers' Standards are applied to the context of the school and / or virtual support being offered; along with the phase within which a Cumbria Student Teacher is practising. Assessment against the Teachers' Standards is consistent with what can reasonably be expected of a Student Teacher prior to the award of QTS.
- Assessments are informed by evidenced professional judgements. Judgements need to reflect students' overall competence and progress made at each phase of placement journey. The key factor in judging the quality of teaching over time is the impact students' teaching has on the quality of pupils' learning & progress. When assessing the quality of students' teaching over time reference should be made to the Teachers' Standards in full and the bulleted subheadings should be used to:
 - track students' progress against the Teachers' Standards, to ensure they remain on a trajectory towards recommendation of the award of QTS at the end of their programme;
 - identify students' strengths;
 - determine areas for additional development, instigating an intervention action plan where appropriate progress is not being met;
 - enable the identification of aspects of both ability to meet the student Teachers' Standards and helping to encourage 'exceeding 'Student Teachers' Standards requirements for a link into their early career.

Below find a couple of examples from End Point assessment placements; showing where a mentor and student teacher have reviewed and reflected on progress against each targets effectively:

Student 1 Example:

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress	Signature of Trainee, PT, AT or PPL and Date
Week 1 Establish a framework for discipline, deploying strategies, including the use of praise, sanctions and rewards.	S7b) Have high expectations behaviour and establish a for discipline, consistently with a range of strategies, sanctions and rewards fairly	Observe class teacher throughout one day for behaviour management techniques (make field Refer back to RAC Behaviour seminar notes Discuss (with CT/AT) strategies observed or that for me now with the whole class – make a list of 8 Identify from list 4 approaches to use in the behaviour as the focus for peer observation – and observation Identify any children who may not respond strategies or need adjusted/additional support - initials on planning	Nov 5th	<i>Surprised at the number of different approaches the teacher used - gave me lots of ideas. Of the 4 strategies 'countdown' and 'describing desirable learning behaviours' had most effect. I think this is because they provide positive reminders. They didn't respond positively to the 'clap and respond' but I think this may have been because they have used it a lot before. Need to work on clarifying my expectations so they know what to do when I have their attention!</i>	<i>Student</i>
					<i>Mentor</i>
Week 1 Identify and communicate the progress made by pupils	S2c) Guide pupils to reflect on the progress they have made and their emerging needs.	Read and annotate Tracking Pupil Progress and Pupil Profile sections of SPAR Select and copy samples of work that demonstrate progression in maths for two children from the group – annotate copies to identify how they show progression	Nov 5th	<i>Helped to clarify what we are doing for recording progress. A lot of information to take in in one go - need to re-read and make a to-do list from TPP. Work samples were interesting - Child A had lots of evidence of progress but Child B didn't have as much evidence in their written work although they seemed to have made as much progress.</i>	<i>Student</i>
					<i>Mentor</i>
Week 2 Demonstrate high expectations of behaviour	S7b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	At the outset of each lesson remind children of the positive behaviours that I have seen from them previously and behaviours that I expect. Clarify expectations by describing positive behaviours observed and expected as the lesson progresses (don't wait for problems – pre-empt). Use this as a focus for a peer/teacher observation. Write a group contract with my group that identifies 8 key expectations for behaviour (use positive language) Review contract and assess/evaluate with children in	Nov 14th	<i>The children responded really well and it made my expectations much clearer. It is really easy to slip back into telling children what I don't want them to do. It became easier to remember as the lesson progressed. I think practice will continue to improve this!</i> <i>Group contract was great - used it in two lessons and added to the annotations. Very clear way of sharing/establishing expectations. It gave a reminder that they could keep in front of them - a resource like a working wall.</i>	<i>Student</i>

		plenary – annotate with what they did that was positive			Mentor
Week 2 Identify and communicate the progress made by pupils	S2c) Guide pupils to reflect on the progress they have made and their emerging needs	Re-read TTP and make a to-do list for clarity. Complete Pupil Progress Review for children in my focus maths group Provide a tickled pink feedback comment (be very specific and try to link to learning outcome) for each child on a post it reflecting on their progress during one week.	Nov 14th	<i>The pupil progress review helped me to consider all of the different types of evidence that I have for progress.</i> <i>The children loved the pink post-its - and the teacher thought the use of pink and green post-its could be developed further for feedback.</i>	Student

Student 2 Example:

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress
Week 1 Set goals that stretch and challenge the most able pupils	S1b) Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (Link to standard 5)	<ul style="list-style-type: none"> For every taught activity, identify goals to stretch the more able on your planning and share the Learning Objectives and Success Criteria with them. Make a list of differentiation strategies used to engage the more able in lessons you have observed. Choose two strategies used in an activity you teach and evaluate them. Where they successful? Did they enable the more able children to make progress? 	Nov 5th	<p><i>Remembered to share the LO and SC in all but one activity. Put at top of children's worksheets & on IWB. Amazed by number of ways to differentiate my teacher uses! Tried using different resources and a range of questions to stretch the more able It made the session run more smoothly.</i></p> <p><i>Taught activities were much clearer to children. Good variety of resourcing enabled G and T. Child A to make better than expected progress.</i></p>
Week 1 Brief support staff effectively so that they can facilitate pupil learning and have a positive impact on pupil learning.	S8c) Deploy support staff effectively	<ul style="list-style-type: none"> Observe and note the range of activities support staff carry out during lesson time. Discuss your observations with your teacher and how they communicate their requirements to support staff to ensure they carry out their role effectively. Find time to talk about the role with your support staff and make notes about what they need to know for reference at a later date 	Nov 5th	<p><i>Really useful to concentrate on TA role in a lesson. They are very busy people! I managed to meet our TA at playtime to chat about her role. This was really helpful and I think we can work together well.</i></p> <p><i>This task will certainly help you to work with our TA effectively. Remember to plan her in for next week.</i></p>

<p>Week 2 Set goals that stretch and challenge the most able pupils</p>	<p>S1b) Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (Link to standard 5)</p>	<ul style="list-style-type: none"> • Liaise with class teacher and SENDCo to collect relevant data on the class. • Plan and teach an activity taking this data into account, annotate the lesson plan with a specific focus on challenges set • Complete a tracking sheet for a group and use it to evaluate differentiation strategies used for G and T learners. 	<p>Nov 14th</p>	<p><i>Met with SENDCo then shared what I learnt with my teacher. Annotations on my plans show activities were more relevant to individual needs. Went better as I knew more about the children's abilities.</i></p> <p><i>Your tracking sheet shows the difference it has made to progress knowing more about children's starting points.</i></p>
<p>Week 2 Brief support staff effectively so that they can facilitate pupil learning and have a positive impact on pupil</p>	<p>S8c) Deploy support staff effectively</p>	<ul style="list-style-type: none"> • In one of your lessons, plan for the effective use of a TA. • Share the plan with your TA in advance of the lesson, provide a copy highlighting the relevant tasks. • Ask the TA to record one progress statement for each child they work with on a provided record sheet. 	<p>Nov 14th</p>	<p><i>.Maths lesson – planned TA in. Spoke to her last night. Gave her a copy of the plan but had forgotten to highlight her tasks. Using a record sheet was very helpful to note achievements.</i></p> <p><i>Positive feedback from TA. Now use the statements</i></p>

We hope that this guide helps in the process of thinking through how to set a range of pedagogic and subject lead targets; drawn from the student teacher's ITT curriculum.

Maintaining the approach to SMART target development and then systematic weekly review.

We recognise that mentors will often facilitate the support / development & training needed for each student teacher in a school or setting context; encouraging them to interact with the range of expert colleagues based there.

It is this learning that can be shaped and developed over time within the context of purposeful targets and tasks leading to high quality teaching by the student teacher.

THANK YOU for your ongoing support & excellence.

Institute of Education Partnership leadership team