

AATS

**Assessment Against the Teachers’ Standards (Primary)**

2023 – 2024

**Assessment Only Route to QTS for International**

Assessment Against the Teachers’ Standards - Primary

**Guidance for completion:**

The Assessment Against the Teachers’ Standards document is completed by the sponsor school mentor and is used as a record of how each candidate’s practice aligns with the Teachers’ Standards.

This is completed at application stage and at the end of the process to show how securely candidates are meeting the Teachers’ Standards.

For each of the Teachers’ Standards, mentors must complete a supporting statement detailing:

* **How the candidate is currently demonstrating the specific Teachers’ Standard**
* **Evidence observed to support this (e.g. within lesson plans, attendance at CPD events, etc.)**
* **A target for the assessment period – this is especially important for those candidates who have the potential to meet the Teachers’ Standards, however, need further support to do so securely**

Mentors must also provide a clear gradings for candidates against each of the Teachers’ Standards at the start and the end of the process. This is holistic and based on observations of the candidates. All signatures need to be completed before submission.

Please use the Teachers’ Standards (2012), along with the typical characteristics to support judgements:

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| **Grading** | **Typical Characteristics** |
| **Not Meeting the Teachers’ Standard**  **(NM)** | * Candidates will show little knowledge and understanding of the areas covered within the Teachers’ Standard * Candidates will be unable to demonstrate the standard within their own practice effectively * Candidates will have significant areas of development, within this Teachers’ Standard |
| **Potential to meet the Teachers’ Standard**  **(P)** | * Candidates will have a strong knowledge and understanding of the areas covered within the Teachers’ Standard * Candidates will be able to demonstrate the standard within their own practice, although this might not be embedded in practice or consistent * Candidates may have one or two areas which might need developing to securely meet the Teachers’ Standard, however, there is clear potential, and competency shown within their professional behaviours and potential ability to address areas of development to meet the Teachers’ Standard by the end of the assessment period |
| **Meeting the Teachers’ Standard (M)** | * Candidates will have exceptional knowledge and understanding of the areas covered within the Teachers’ Standard showing a depth and breadth of understanding * Candidates consistently demonstrate the Teachers’ Standard and will be able to show strengths within their own self-development and analysis of their practice * Candidates will be secure across the breadth of the Teachers’ Standard, showing the potential to securely meet this by the end of the assessment point. |

Assessment Against the Teachers’ Standards - Primary

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| **School:** |  |
| **Candidate:** |  |
| **Mentor:** |  |
| **Year Group:** |  |
| **AO Assessor:** |  |
| **Final Judgement – moderated by AO Assessor:** |  |

**Gradings to be used:**

**M** Meeting the Teachers’ Standard

**P** Potential to meet the Teachers’ Standard

**NM** Not meeting the Teachers’ Standard

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| **T1 – Teachers must:** | **Set high expectations which inspire and motivate pupils** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T2 – Teachers must** | **Promote good progress and outcomes by pupils** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T3 – Teachers must:** | **Demonstrate good subject and curriculum knowledge** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T3** | **Reading and/or phonics** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T3** | **English** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T3** | **Mathematics** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T4 – Teachers must:** | **Plan and teach well-structured lessons** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T5 – Teachers must:** | **Adapt teaching to respond to the strengths and needs of all pupils** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T6 – Teachers must:** | **Make accurate and productive use of assessment** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T7 – Teachers must:** | **Manage behaviour effectively to ensure a good and safe learning environment** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **T8 – Teachers must:** | **Fulfil wider professional responsibilities** |
| Sponsor school assessment BEFORE assessment period: | Please evidence your judgment, identifying strengths and future professional development targets. |
| Sponsor school assessment AFTER assessment period: | Please evidence your judgment, identifying strengths and future professional development targets for induction period. |

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| **Part 2 – Teachers must:** | **BEFORE assessment period** | **AFTER assessment period** |
| * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to b |  |  |
| * have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. |  |  |
| * have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |  |  |

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| **Supporting reference from Headteacher and/or Mentor**  **(any additional evidence** **of good practice to support candidate’s application)** |
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The first part of the above Assessment Against the Teachers’ Standards, must be completed, signed below and emailed to [AO@Derby.ac.uk](mailto:AO@Derby.ac.uk) as part of the application stage **prior to any interview taking place**.

**Signed Date**

**(Head Teacher)**

**Signed Date**

**(Mentor)**

**Signed Date**

**(Candidate)**

**Signed Date**

**(Assessor)**

At the **end** of the assessment period, one fully signed copy of the summative comments should be given to the student to upload onto the University of Derby module, and one copy scanned and emailed to the assessor.

***Thank you for supporting our partnership and students.***