



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Quality of Education: Curriculum, Data & Assessment and Teaching & Learning Policy **BISHOP CHALLONER CATHOLIC SCHOOL**

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CHAIR OF GOVERNOR'S SIGNATURE:.....

David Rhans

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1. Bishop Challoner School Vision

At Bishop Challoner Catholic School, our curriculum is rooted in the Gospel values of faith, compassion, dignity and service. Inspired by Christ's example, we strive to develop young people who are intellectually curious, morally responsible and equipped to make a positive contribution to society.

We believe every child is uniquely created in the image of God and deserves an education that enables them to flourish academically, spiritually and personally. Our curriculum is therefore ambitious for every learner, regardless of starting point or background.

We aim to provide an education which develops knowledgeable, confident and compassionate young people who possess the qualifications, skills and character required to thrive in higher education, employment and modern society.

Our commitment is that every pupil experiences high-quality teaching, an ambitious curriculum and a culture of high expectations where barriers to learning are removed and success is celebrated.

2. Mission Statement

Our curriculum seeks to nurture the whole child by combining academic excellence with Catholic values, enabling pupils to become compassionate leaders who serve others with integrity and humility.

Our curriculum:

- places pupils at the centre of every decision;
- develops deep subject knowledge through a carefully sequenced curriculum;
- promotes curiosity, resilience and independence;
- prepares pupils for successful next steps in education, employment and training;
- removes barriers through adaptive teaching and inclusive practice;
- develops cultural capital through enrichment and wider experiences;
- promotes dignity, respect and service to others;
- ensures every pupil is challenged to achieve their God-given potential.

We believe that outstanding teaching transforms lives. Consequently, high-quality teaching and learning remain our greatest priority.

3. Responsibilities

It is the responsibility of all teachers to provide the highest quality of education for our students. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching in Bishop Challoner Catholic School should comply with these Standards (see Appendix 1).

It is the responsibility of the Curriculum Leader (Head of Department or Head of Faculty) to monitor the quality of education (teaching & learning, curriculum and assessment) within their department and to offer support as needed. The Senior Leadership Team, led by the Deputy Headteacher's (Curriculum & Assessment and Teaching and Learning), are responsible for monitoring the quality of education across the school and to identify where development is needed. This monitoring will take the form of lesson drop-ins, work scrutiny, student voice, assessment data, and, where relevant, observations with accompanying support and development activities as required.

To ensure the quality of education does not remain static, there is a whole school Quality of Education SIP. In addition, each department will have a Department Development Plan (DDP) which reflects the whole school priorities and their own identified areas for improvement or development. Governors have a statutory duty to monitor processes in place and that the school is addressing students' needs.

CURRICULUM

4. Curriculum Intent

We **serve** our students through an adaptive curriculum that meets the needs of every learner. Each subject has a carefully planned curriculum that clearly outlines what pupils learn, why they learn it and how knowledge and skills are sequenced over time.

Curricula are designed backwards from ambitious end points, informed by the National Curriculum, GCSE and A-Level specifications and, where appropriate, national grade descriptors. Curriculum maps identify what pupils should know, understand and be able to do as they progress through each year, key stage and qualification.

This is shared with pupils, staff and parents to empower our whole community throughout their learning journey. We are united by a shared sense of **purpose**, ensuring that every pupil receives a high-quality education rooted in our Catholic values and supported by clear expectations and a common language for learning. We nurture **ambition** by inspiring pupils to strive for excellence, think critically and become confident, knowledgeable learners who are well prepared for their future. We develop **resilience** by encouraging pupils to embrace challenge, reflect on feedback, persevere through difficulty and recognise that meaningful progress is achieved through sustained effort and continual improvement. We demonstrate **kindness** in the way we support, encourage and celebrate one another. As a community of learners, we recognise and celebrate the successes, progress and achievements of all, ensuring every individual feels valued, respected and empowered to flourish.

At Bishop Challoner, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice, and prepare them for citizenship within and outside of our school community.

5. Curriculum Offer

60-minute lessons are taught over a five-period day. As a result, students are timetabled across a wide range of subjects in 60-minute periods as per the allocations below:

KS3

(Year 7)

Subject	Periods	Subject	Periods	Subject	Periods
English	8	Geography	3	Art	2
Maths	8	History	3	Computer Science	2
Religious Education	5	MFL – French / Spanish	3	Design & Technology	2
Science	6			Drama	2
				Music	2
				Physical Education	4

(Year 8)

Subject	Periods	Subject	Periods	Subject	Periods
English	8	Geography	3	Art	2
Maths	8	History	3	Computer Science	2
Religious Education	5	MFL – French / Spanish	3	Design & Technology	2
Science	6			Drama	2
				Music	2
				Physical Education	4

(Year 9)

Subject	Periods	Subject	Periods	Subject	Periods
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English	8	Geography	3	Art	2
Maths	8	History	3	Computer Science	2
Religious Education	5	MFL – French / Spanish	3	Design & Technology	2
Science	6			Drama	2
				Music	2
				Physical Education	4

KS4:

At GCSE, all students study English Literature and English Language, Maths, Science and RE in addition to three option subjects chosen at the end of Year 9. Subjects are taught in a combination of double and single 60-minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	9	Option A	5	Physical Education	4
Maths	8	Option B	5		
Religious Education	5	Option C	5		
Science	9				

KS5:

Vocational Courses	Periods	A-Level Courses	Periods	Subject	Periods
Health & Social Care Or Business	30	Option A	10	General RE	2
		Option B	10		
		Option C	10	PSHE	
		Option D	10	Enrichment	2

6. Curriculum Planning

All teaching staff have a responsibility for the development of the curriculum in their area. Consequently, curriculum development is at the heart of our CPD Programme and is constantly reviewed and refined. It is the responsibility of the Head of Department/ Head of Faculty to facilitate opportunities for individual and shared planning, including evaluation of previous teaching and learning, in department meeting time and departmental CPD slots. In addition, INSET days/Twilight are signposted in the calendar specifically for curriculum development.

7. Long Term Curriculum Planning

The focus of long-term planning is:

- **Curriculum Maps:** all departments have a seven-year subject Curriculum Map demonstrating a carefully considered sequence of learning so that new knowledge builds upon prior learning, reducing cognitive overload and supporting long-term memory. Learning is planned so pupils revisit important knowledge through retrieval practice, spaced repetition and carefully designed assessment opportunities.
- **Assessment:** within the Curriculum Maps is a seven-year articulation of what pupils should know, understand and be able to do, demonstrating how knowledge, disciplinary expertise and performance develop over time progress “I can statements”. These have been devised across middle leaders, looking at shared language of assessment and ensuring that the expectations across departments are consistent in the teaching and assessing of key skills required by the national curriculum (KS3) and external exams (KS4/KS5).

8. Medium Term Curriculum Planning

Medium-term planning ensures consistency whilst allowing teachers professional autonomy to respond to individual classes. Teachers use centralised departmental Schemes of Work and sequences of lessons that reflect whole-school expectations, which are adapted to the needs of their classes.

Planning always begins with consideration of the pupils being taught.

Teachers should use:

- Bromcom data;
- SEND information;
- Pupil Passports;
- previous assessment information;
- attendance information;
- pastoral knowledge;
- prior learning.

Planning should identify:

- anticipated barriers;
- opportunities for stretch;
- adaptive teaching strategies;
- vocabulary development;
- questioning;
- assessment opportunities;
- independent practice.

Lessons deliberately revisit previously taught material through retrieval activities and provide opportunities for pupils to apply learning independently.

Medium-term planning ensures sufficient opportunities for pupils to practise, receive feedback and improve before formal assessment.

Curriculum Resources

High-quality curriculum resources support consistency whilst reducing unnecessary workload.

Departments are encouraged to collaboratively develop shared resources including:

- lesson presentations;
- “Do Now” retrieval activities;
- assessment materials;
- model answers;
- live marking exemplars;
- Whole Class Feedback templates.

Collaborative planning enables teachers to focus their professional expertise on responsive teaching rather than repeatedly recreating resources.

Enrichment

The taught curriculum is enhanced through a wide range of enrichment opportunities designed to broaden pupils' experiences and raise aspirations.

Departments should provide opportunities including:

- educational visits;
- guest speakers;
- employer engagement;
- competitions;
- university partnerships;
- cultural visits;
- leadership opportunities;
- charitable activities;
- chaplaincy events.

These experiences contribute significantly to pupils' cultural capital and support the school's mission of developing compassionate, knowledgeable and socially responsible young people.

9. Homework

Homework is an integral part of the Bishop Challoner curriculum. It provides pupils with opportunities to consolidate learning, strengthen long-term memory and develop the independent study habits required for success at GCSE, A Level and beyond.

Homework complements classroom learning rather than replicate it. It is purposeful, appropriately challenging and designed to support pupils in knowing more and remembering more over time. All homework is mapped within the Curriculum Mapping document and shared with students and parents via Bromcom and homework booklets half-termly.

Homework is set according to the Homework timetable, which is created by the AHT (Teaching & Learning) at the start of each academic year. The setting, monitoring and impact of homework is a focus of learning reviews and where areas of inconsistency emerge, this will be raised as a cause of concern in line management.

Homework Feedback

Homework forms part of Bishop Challoner's five-tier feedback model.

Homework should be acknowledged promptly and misconceptions addressed during subsequent lessons where appropriate.

Homework may be reviewed through:

- whole-class discussion;
- self-assessment;
- peer assessment;
- live marking;
- retrieval quizzes;
- teacher acknowledgement.

DATA AND ASSESSMENT

Assessment is used to improve learning, not simply measure it. At Bishop Challoner, assessment enables teachers to understand what pupils know, identify misconceptions and adapt future teaching accordingly.

10. Summative Assessment

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. The purpose of summative assessment is to test the effective delivery of the curriculum, to identify any areas of concern – curriculum or key groups – and to plan effective intervention to close gaps. These summative assessments should be clearly identified in departmental documents (Curriculum Map) and outcomes tracked on centralised department trackers. Whole Class Feedback (WCF) is used to provide feedback following these assessment points.

Summative assessment is designed to evaluate the extent to which pupils are securing the knowledge, disciplinary skills and understanding identified within curriculum maps and making progress towards ambitious curriculum end points.

As a whole school, data is collected **twice a year** during Assessment Week 1 (Autumn Term 2) and Assessment Week 2 (Summer Term 2). For Year 11 and Year 13, their second Assessment Week/s falls either side of the February half term holiday in Spring term to prepare them for external examinations in Summer term. During the Summer Term Assessment Week, the normal timetable is suspended for all staff and students. Students follow bespoke timetables based on their year group. Exams are invigilated by staff on a pre-planned rota and supported by pastoral staff and SLT.

Exams are rigorous and cumulative. All examinations are quality assured before the examination cycle to ensure parity across subjects and to ensure that they are testing prior skills and content as well as the most recent topic studied. The skills and content assessed is outlined in Topic Lists which are shared with students prior to the exams.

11. Measuring Attainment

At KS3 (Year 7-Year 9), students are assessed and assigned grades from A+ to E-.

At Key Stage 4 (Year 10-Year 11), students are assessed according to their Minimum Expected GCSE grade (MEG). The purpose of this is to focus on the progress they have made since Year 6 in comparison to how their peers perform nationally. MEGs are created by ALPs and Fisher Family Trust (FFT) and based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then identified as either above/on/below MEG. The same process is used by ALPs and FFT at KS5 although students average point score at KS4 is used to calculate MEGs, rather than KS2 data.

12. Evaluating Impact

After each assessment cycle, Curriculum Leaders are responsible for ensuring the following actions take place:

- Marking and moderation of papers from across classes and key groups (LPA, MPA, HPA). Where there are inconsistencies in marking, it is the responsibility of the Curriculum Leaders to work with their Line Manager to support members of staff in relevant CPD.
- Curriculum Leaders complete an evaluation of outcomes, identifying strengths, misconceptions and barriers to achievement for different cohorts of pupils. Departments use this analysis to inform curriculum planning, teaching strategies and targeted interventions.
- DIT (Dedicated Improvement Time) is planned to address misconceptions. Where exams are reviewed with the class, addressing common errors and offering opportunities for feedback. This should take place in the week following assessments as timely feedback is critical in helping students to make progress. Class teachers mark assessments without comments but do complete a Question Level Analysis for their classes. This is used to inform future planning.
- Reporting of Data to parents through the whole school data drops. Curriculum Leaders must ensure that class teachers have reported accurate data, as per the moderation meeting, and that this, as well as attribute reports, have been completed by the data deadline

13. Reporting to Parents

Effective communication with parents and carers is essential in securing the best possible outcomes for every pupil. Bishop Challoner Catholic School is committed to providing timely, accurate and meaningful information about pupils' academic progress, personal development and next steps.

Reporting strengthens the partnership between home and school by celebrating achievement, identifying areas for development and outlining how parents can support learning.

All students receive a formal report twice a year, after each assessment point. All students also have one parents evening a year (two in Year 11 and 13) in Autumn or Spring Term, in addition to critical parent meetings.

Reports always record attendance, punctuality and behaviour/achievement data.

Teachers are expected to ensure reports are accurate, professionally written and submitted in line with published deadlines. Where pupils are significantly underperforming, parents should be informed promptly rather than waiting for a formal reporting cycle.

TEACHING & LEARNING

14. Short Term Planning

Class teachers are responsible for adapting the curriculum as outlined in long and medium term planning above, to ensure that it is appropriate for the classes that they teach.

Short Term Planning focuses on:

- Considering the prior learning of the class
- Learning activities (a range of activities that support pace and progress for **all** students through use of modelling, success criteria, peer and self-assessment, effective questioning)
- Effective plenaries (how the understanding and progress of **all** students be measured including the role of teacher, peer and self-assessment)

Whilst there is not a fixed Bishop Challoner lesson, the following features are expected in lessons:

Think Hard, Remember More Every lesson begins with a Do Now activity and the Learning Journey is shared.	The purpose of the Do Now is to: • settle pupils quickly; • establish purposeful routines; • revisit prior learning; • strengthen long-term memory; • identify misconceptions. Do Now activities should normally take no longer than the first 5–8 minutes of the lesson and should be based upon retrieval, recall and spaced repetition. Learning Journey Every lesson should make explicit where the learning sits within the wider curriculum. Learning Journeys help pupils understand: • what they are learning; • why they are learning it; • how today's lesson connects with previous learning; • where learning is leading next. This strengthens curriculum coherence and supports long-term retention.								
Quality of Instruction Modelling and Scaffolding	Every lesson should include Modelling/Scaffolding to ensure the learning process is a gradual release of responsibility as pupils move from guided practice to independent mastery. <table border="1" data-bbox="411 1424 1142 1881"> <thead> <tr> <th>Stage</th><th>What happens</th></tr> </thead> <tbody> <tr> <td>I do</td><td>The teacher models the skill or concept explicitly — demonstrating the process, thinking aloud, and showing what success looks like.</td></tr> <tr> <td>We do</td><td>The teacher and students work together, practising the skill collaboratively. The teacher scaffolds learning through prompts, questioning, and feedback.</td></tr> <tr> <td>You do</td><td>ALT: Students apply the skill independently, transferring what they've learned to new contexts. The teacher monitors and assesses understanding.</td></tr> </tbody> </table>	Stage	What happens	I do	The teacher models the skill or concept explicitly — demonstrating the process, thinking aloud, and showing what success looks like.	We do	The teacher and students work together, practising the skill collaboratively. The teacher scaffolds learning through prompts, questioning, and feedback.	You do	ALT: Students apply the skill independently, transferring what they've learned to new contexts. The teacher monitors and assesses understanding.
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Checking for Understanding	Whole-Class Hinge Questions, Cold Calling, and Planned Challenge through Questioning should be a feature of every lesson because they ensure <i>all students are actively thinking, engaged, and progressing</i>.								

Hinge Questions and Cold Calling	Hinge Questions: Are quick, targeted checks of the <u>whole class</u> that reveal whether students have grasped the key concept just taught. They act as a “hinge point”; the teacher decides whether to move on or revisit the concept based on responses (e.g. mini-whiteboards/ thumbs-up/ multiple choice) Cold Calling: Selecting students to answer questions without waiting for volunteers. Keeps everyone accountable and engaged throughout the lesson and allows the teacher to tailor questions to learning needs. Challenge should be <i>planned</i>, not accidental.
Adaptive Teaching 'Reteach'	All lessons should include Adaptive Teaching, this should include pre-planned adaptations and responsive teaching. In the lesson, teachers should assess learning and respond accordingly: Students with Secure Knowledge: Begin ALT task independently Students who are not yet secure: • Providing additional scaffolds or worked examples. • OR reteaching concepts in a new way: Reteaching ensures misconceptions are addressed before they become barriers to future learning.
Assessment and Feedback ALT and Live Marking	ALT: Applied Learning Time is a feature of every lesson. Explicit success criteria is shared and pupils complete the ALT task independently. Live Marking: Teachers circulate and give instant feedback, targeting critical students first (e.g., SEND or PP). At least 5 pupils should receive live marking per lesson. Live marking is immediate, actionable and motivating.

15. Monitoring progress

All class teachers are responsible for assessing their students in line with the department plan and ensuring that this assessment is accurately recorded on departmental trackers in a timely manner. Teachers must be able to give feedback on a students' progress outside of the formal assessment cycle based on regular in class assessments. This assessment should be used to intervene in the classroom to support students in securing and excelling in key content.

16. Feedback

Bishop Challoner adopts a five-tier feedback model that provides frequent, meaningful opportunities for pupils to receive and act upon feedback throughout the learning process. This model ensures that feedback is embedded within daily classroom practice rather than relying solely on written marking.

Homework: All Homework must be at least acknowledged marked

Do Now: Peer/Self-Assessed

ALT: Live Marking (at least 5 books per lesson during ALT task/s)

End of Unit Summative Assessment: For frequency see below

Formal Summative Assessment: Two Assessment Points per Year

Frequency of Feedback:

	Key Stage 3	Key Stage 4	Key Stage 5
ART	Verbal feedback every lesson 1 x other assessment per half term	2x WCF per half term	4x 1-2-1 tutorials per half term (based on AOs per project)
BUSINESS		1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
COMPUTER SCIENCE	1 x WCF feedback per half term 1 x other assessment per half term	1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
DRAMA	Verbal feedback every lesson 1 x WCF feedback per half term	1 x WCF per half term 2 x other assessment per half term	
DESIGN & TECHNOLOGY	Verbal feedback every lesson 1 x WCF feedback per half term	1 x WCF per half term 2 x other assessment per half term	
ENGLISH	1 x WCF feedback per half term 2x other assessment	2x WCF feedback per half term 1 x other assessment per half term	4x Teacher Assessments
GEOGRAPHY	1 x WCF feedback per half term 1 x other assessment per half term	1 x WCF per half term 2 x other assessment per half term	
HISTORY	1 x WCF feedback per half term 1 x other assessment per half term	1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
MATHS	1 x WCF feedback per half term 2x other assessment	2x WCF feedback per half term 1 x other assessment per half term	4x Teacher Assessments
MEDIA		1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
MUSIC	Verbal feedback every lesson 1 x WCF feedback per half term		
MODERN FOREIGN LANGUAGES	1 x WCF feedback per half term	1 x WCF per half term	

	1 x other assessment per half term	2 x other assessment per half term	
PHYSICAL EDUCATION	Verbal feedback every lesson 1 x WCF feedback per half term	Verbal feedback every lesson 1 x WCF feedback per half term	
RELIGIOUS EDUCATION	1 x WCF feedback per half term 2 x other assessment per half term	1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
SCIENCE	1 x WCF feedback per half term 2 x other assessment per half term	1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments
SOCIAL SCIENCES		1 x WCF per half term 2 x other assessment per half term	4x Teacher Assessments

Dedicated Improvement Time (DIT)

Dedicated Improvement Time is a planned opportunity for pupils to respond to feedback.

Teachers should ensure DIT:

- is planned within subsequent lessons following an assessment point;
- focuses on improving learning rather than correcting presentation alone;
- enables pupils to redraft, refine or extend their work;
- promotes reflection and metacognition.

Teachers should monitor the quality of pupil responses during DIT and provide additional support where necessary.

17. Monitoring and evaluating the quality of teaching and learning

At Bishop Challoner School, monitoring is undertaken to improve teaching, strengthen the curriculum and enhance pupil outcomes. Quality assurance is developmental rather than punitive and is built upon professional trust, collaboration and continuous improvement.

Our approach recognises that no single source of evidence provides a complete picture of the quality of education. Therefore, leaders triangulate a range of evidence to evaluate the impact of curriculum implementation and classroom practice.

All new staff are given supportive observations in the first few weeks of term and ECTs / ITTs follow a bespoke observation programme drawn up by the AHT (Teaching & Learning).

Learning Walks and Lesson Drop-ins

Learning Walks happen throughout the academic year and will focus on the learning of groups of students. Learning Walks are timetabled in advance and can be found in the School Calendar. During the Learning Walk, multiple Lesson drop-ins will take place. Each drop-in will last no longer than 10-minutes and feedback is recorded centrally and shared. During Lesson drop-ins' books will be looked at, students will be observed and one-to-one quiet conversations may occur with students. Learning walks provide opportunities to evaluate the implementation of the curriculum across departments.

The following will not happen:

- Asking teachers for lesson plans;
- being obtrusive and undermining through intervention (e.g. behaviour control) with the exception of extreme circumstances;

- talking with the whole class or groups in a way which would disrupt the lesson.

Information from Learning Walks, assessment data and book scrutiny is triangulated by the DHT (Teaching & Learning) to assess how far a department shows excellent/strong/not yet strong practice and whether the issues are based on the whole department or individual teachers. Where areas are identified as not yet secure, the teaching and learning team will follow up with a formal observation and, if required, further informal or formal support including but not limited to coaching, paired observations and support plans.

18. Professional Development

Professional learning is fundamental to improving the quality of education. Bishop Challoner is committed to developing expert teachers through a culture of collaboration, instructional coaching and evidence-informed practice.

Professional development is viewed as an ongoing process rather than isolated training events.

CPD is designed to:

- improve classroom practice;
- strengthen subject knowledge;
- enhance curriculum design;
- improve outcomes for pupils;
- reduce unnecessary workload.

Whole-School CPD

The annual CPD programme reflects school priorities and evidence from quality assurance activities.

Typical areas include:

- adaptive teaching;
- curriculum design;
- cognitive science;
- assessment;
- feedback;
- behaviour for learning;
- literacy;
- SEND;
- safeguarding.

Professional development is regularly reviewed to ensure it has measurable impact on classroom practice.

Instructional Coaching

Bishop Challoner promotes a coaching culture in which all staff are supported to continually improve their practice. Instructional coaching provides teachers with opportunities to:

- reflect upon teaching;
- practise specific techniques;
- receive developmental feedback;
- observe colleagues;
- refine classroom routines.

Coaching is supportive and developmental, focusing upon incremental improvement over time.

Early Career Teachers

Early Career Teachers receive additional support through:

- mentoring;
- instructional coaching;
- regular observations;
- protected professional development time;
- collaborative planning.

The school is committed to ensuring early career teachers develop confidence, subject expertise and effective classroom practice.

Appendix 1 – Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of their pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 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 break the law.
- Teachers must 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>