



## Teachers' Standards

### How should they be used?



#### Key themes

- 1. The Teacher Standards are a clear, concise set of expectations for the professional practice and conduct of teachers in England.
- 2. The Teacher Standards are a key element of the teacher evaluation system, which is used to support teachers in improving their practice and to identify the areas of development for individual teachers.

#### How should they be used?

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#### What are the Teacher Standards?

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#### Practising teachers can use the Teacher Standards to support their own professional development and growth

- 1. They can be used by individual teachers to review their practice and inform their plans for continuing professional development.
- 2. The most successful education systems in the world are characterised by high levels of teacher observability. Teachers benefit from observing one another's practice in the classroom. Teachers learn from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.

#### Headteachers and other appraisers should use the Teacher Standards to improve standards of teaching in their schools, by setting performance expectations and assessing performance against them

- 1. Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and other members of the



## Department for Education

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Nothing has more impact on a child's achievement than the quality of teaching they receive and in the new system for teachers we have prioritised the importance of classroom practice and subject knowledge.

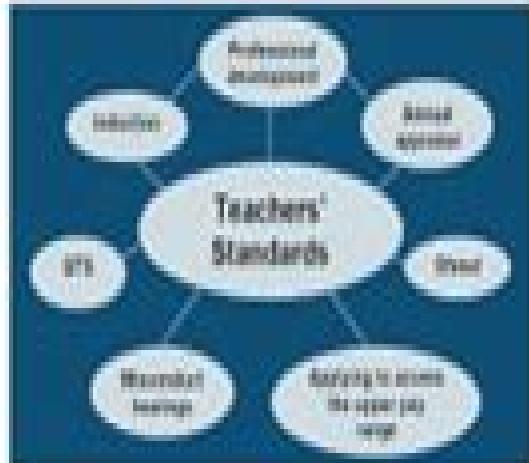
Steve Baker CBE, Chair of the Assessment Review of Teachers Standards and President of the Royal College of Teachers

#### What are the Teachers' Standards?

- 1. The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- 2. They were developed by an independent review group made up of leading teachers, headteachers and other experts.

#### Practising teachers can use the Teachers' Standards to support their own professional development and growth

- 1. They can be used by individual teachers to review their practice and inform their plans for continuing professional development.
- 2. The most successful education systems in the world are characterised by high levels of teacher observability. Teachers benefit from observing one another's practice in the classroom. Teachers learn from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.
- 3. Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and other members of the



Headteachers and other appraisers should use the Teachers' Standards to improve standards of teaching in their schools, by setting performance expectations and assessing performance against them.

- 1. The Teachers' Standards must be used by registered schools to assess teachers' performance. They can be used by schools and teachers to identify development needs and plan professional development.
- 2. Headteachers and other appraisers should use professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of the teacher given the size and age of the group.
- 3. Teachers applying to enter the upper pay range will be assessed to whether they are highly competent in all elements of the

# Dfe Floor Standards From 2014

**Alice Bradbury, Guy Roberts-Holmes**

## Dfe Floor Standards From 2014:

*The Datafication of Primary and Early Years Education* Alice Bradbury, Guy Roberts-Holmes, 2017-10-02 The Datafication of Primary and Early Years Education explores and critically analyses the growing dominance of data in schools and early childhood education settings. Recognising the shift in practice and priorities towards the production and analysis of attainment data that are compared locally, nationally and internationally this important book explores the role and impact of digital data in the data obsessed school. Through insightful case studies the book critiques policy priorities which facilitate and demand the use of attainment data within a neoliberal education system which is already heavily focused on assessment and accountability. Using an approach influenced by policy sociology and post foundational frameworks the book considers how data are productive of data driven teacher and child subjectivities. The text explores how data have become an important part of making teachers work visible within systems which are both disciplinary and controlling while often reducing the complexity of children's learning to single numbers. Key ideas covered include The impact of data on the individual teacher and their pedagogical practice particularly in play based early years classrooms. The problems of collecting data through assessment of young children. How schools respond to increased pressure to produce the right data or how they play with numbers. How data affect children and teachers identities. International governance and data comparison including international comparison of young children's attainment. Private sector involvement in data processing and analysis. The Datafication of Primary and Early Years Education offers a unique insight into the links between data policy and practice and is a crucial read for all interested in the ways in which data are affecting teachers, practitioners and children.

## Behaviour

**Behaviour for Learning** Simon Ellis, Janet Tod, 2018-07-04 Behaviour for Learning offers teachers a clear conceptual framework for making sense of the many behaviour management strategies on offer allowing them to make a critical assessment of their appropriateness and effectiveness in the classroom and assisting them to promote closer links between behaviour and learning. Now in a fully updated second edition the book focuses on how teachers can provide a safe and secure setting where positive relationships are fostered placing increased emphasis on learning behaviours that contribute to pupils cognitive, social and emotional development. The book is full of practical approaches that can help teachers support pupils to achieve, relate to others and develop behaviours that characterise self esteem, confidence and resilience. It includes chapters covering relationship with the curriculum, relationship with self and relationship with others, whole school approaches and the school behaviour policy, reframing special educational needs, dealing with more challenging behaviour transitions. This second edition also includes an updated emphasis on the links between mental health, behaviour and relationships in schools and reflects Department for Education advice for school staff changes to the National Curriculum and the new SEND Code of Practice. Through the application of the Behaviour for Learning framework the book encourages teachers to address the needs of pupils who exhibit behavioural difficulties whilst still pursuing excellence in teaching and learning for all pupils. It is

a compelling and essential read for all trainees and practising teachers CPD coordinators and other professionals working with children in schools Primary Teaching Catherine Carden,2018-11-24 When learning to teach practical experience in the classroom is as essential as learning from others and being able to reflect on your own learning and performance Equally important is the ability to critically evaluate learning and teaching This new extensive core text from Learning Matters tackles questions like What drives schools and what challenges them What can we learn from other countries Does curriculum really matter How do teachers manage behaviour How do I prove that my children are learning What does mastery really look like Discussing these and many more it comprehensively covers professional studies modules and goes beyond to support trainees on placements and in their learning on the course Learning features throughout have been designed to help students develop their understanding broaden their perspectives think more critically and apply theory to practice These include Case Studies to apply learning to real life school contexts Key Readings to encourage wider reading broaden perspectives and offer practical ideas for the classroom Key Theory features introduce and summarise big ideas theories and research Critical Questions direct reflection help students engage with what they are reading and encourage critical responses Classroom Links highlight good practice provide practical ideas and show how to implement these in the classroom Assignment features offer helpful points to consider and practical advice for writing assignments on chapter topics which act as great starting points

**Promoting and Delivering School-to-School Support for Special Educational Needs** Rita Cheminais,2013-04-12 Recent changes to education policy have brought about a new emphasis on promoting school to school support and school led improvement in order to ensure that all pupils including those with SEN achieve their optimum potential SENCOs often in the role of Specialist Leaders of Education SLE now undertake coaching mentoring and the delivery of training to ensure that trainee newly qualified and experienced teachers and teaching assistants have the practical skills to effectively meet the needs of pupils with SEN In her trademark down to earth style Rita Cheminais shows SENCOs how to respond to and enhance this exciting and pivotal new role by Explaining the new school to school support and school led improvement context that many SENCOs will be working in Clarifying the role of the outstanding SENCO as a Specialist Leader of Education Maximising on the best practice arising from the effective use of the pupil premium and the Achievement for All initiative Confirming OFSTED's expectations for SEND in the revised inspection schedule for schools and academies Describing how best to monitor evaluate and validate best practice in school to school support Packed with time saving photocopiable resources examples of best practice and further activities for reflection this practical book will enable the SENCO to respond to the current agenda particularly in performing the role of a Specialist Leader of Education disseminating SEN expertise across schools Promoting and Delivering School to School Support for Special Educational Needs will be essential reading for all outstanding and aspiring outstanding SENCOs working in the early years primary secondary and special phases of education academies and Pupil Referral Units

*Exploring Children's Learning* Christine

Ritchie,2016-12-08 Exploring Children's Learning 3 11 years is essential reading for those passionate about supporting children's learning environments from Early Years to Key Stage 2 By combining learning with important aspects of a broad curriculum content it will inspire and enhance an interest in supporting children's learning Individual chapters focus on key areas of the curriculum such as literacy and history numeracy and science as well as more general topics such as creativity assessment and the emotional and behavioural aspects of learning The book takes an objective view on control over curriculum and offers practical insights into how supportive learning opportunities can create enjoyable and satisfying lifelong learning habits preparing children for the challenges they may face in their adult working life Whether you dip into chapters or read through the book as a whole you will develop your understanding of the complexity of learning and the lifelong effects implicit in this not only from the individual basis that each child faces in terms of learning how to learn but also concerning the differences in learning strategies required to successfully negotiate subject knowledge across a range of disciplines This book is a must read for students of Childhood and Education Studies programmes those undertaking Initial Teacher Training as well as general readers with an interest in supporting children's learning English 5-11 David

Waugh,Wendy Jolliffe,2016-06-23 English is central to the primary school curriculum and successfully mastering the basics has a significant influence on pupils' ability to learn and achieve their future goals Now fully updated English 5-11 provides comprehensive up to date and creative guidance on teaching English in the primary school Each chapter provides the busy teacher with indispensable advice and guidance as well as opportunities to reflect upon current practice in the classroom Key areas covered include language and literacy development grammar punctuation and spelling talk for learning systematic synthetic phonics fiction poetry and non fiction drama and creativity teaching in a multilingual classroom ICT Planning and assessment This third edition reflects changes in government policy and gives greater attention to knowledge about language and is closely related to the changing curriculum for primary English The highly experienced authors are former literacy advisors and have frontline teaching school management and teacher training experience This book will be an invaluable resource for all trainee and practising teachers interested in teaching English in an accessible contemporary and dynamic way **The Municipal Year Book and Public Services Directory** ,1989 *Exploring Teacher Recruitment and Retention* Tanya Ovenden-Hope,Rowena Passy,2020-10-01 This thought provoking collection examines the challenge of teacher shortages that is of international concern It presents multiple perspectives and explores the commonalities and differences in approaches from around the world to understand possible solutions for the current teacher workforce crisis Acknowledging that solutions to attract and retain teachers vary by country region and in some cases locality the contributors scrutinise a range of workforce planning interventions at local and government level including financial incentives and early career support The book draws on different perspectives to understand a range of problems that negatively affect teacher recruitment and retention unpicking key challenges including links between the disadvantages of

location and access to teachers for coastal and rural schools rising pupil numbers declining school budgets and the role of professional learning in raising teacher status Abundant in critiques research informed positions and context specific discussions about the impact of teacher workforce supply and shortages this book will be valuable reading for teacher educators educational leaders education policy makers and academics in the field Adult Learning Yearbook ,2001 The Parliamentary Debates (Hansard). Great Britain. Parliament. House of Lords,2013 The 47th Civil Service Year Book Great Britain: Cabinet Office,2009-06 Published in association with Great Britains Cabinet Office the Civil Service Yearbook is a one stop reference tool for anybody working in dealing with or interested in any aspect of Great Britains Civil Service It provides full details of all central and devolved government their contact details responsibilities and key staff comprehensive details of all executive agencies and non departmental public bodies and their affiliations details of a wide range of related organizations including museums galleries libraries and research establishments and improved research aids to make sure that this information is even more accessible than before UK Defence Statistics Great Britain. Ministry of Defence,2014

Yearbook of International Organizations 2013-2014 (Volume 3) Union Of International Associations,Union of International Associations,2013-08-09 The Yearbook of International Organizations provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and acitvities of international organizations with their events publications and contact details the volumes of the Yearbook include networks between associations biographies of key people involved and extensive statistical data Volume 3 allows readers to locate organizations by subjects or by fields of activity and specialization and includes an index to Volumes 1 through 3 Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons,2013 **The Times Index** ,2013-02 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement Florida Law Review ,2014-07 **Journal of Economic Literature** ,2014 Commonwealth Yearbook Nexus Strategic Publishers,2014-07-28 The Commonwealth Yearbook is the flagship annual publication of the Commonwealth Secretariat It is the essential reference guide to the countries organizations activities and values of the modern Commonwealth The 2014 edition has been fully updated and includes reports from the 2013 Commonwealth Heads of Government Meeting a directory of Commonwealth organizations and extensive reference sections and in depth profiles on each of the 53 member countries Publishers' International ISBN Directory ,1995

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