|  |  |  |
| --- | --- | --- |
| **Standards Point:** | | |
| TS2b - be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. | | |
| **Date:** | **Date of your last reflection on this Standards Point:** | |
| 05/04/21 | n/a | |
| **Description:** *What are you going to discuss? Is there a particular incident or event that has triggered this reflection?* | | |
| This aspect of TS2 involves using the children’s prior knowledge and their current skills and capabilities to inform the planning and execution of high quality lessons. I am reflecting on this sub-standard as I wish to discuss my findings in my current role as a Year 2 teacher regarding how I use my knowledge of the children’s prior knowledge to inform my planning of subjects across the curriculum. | | |
| **Analysis** **and** **Interpretation**: *Ask yourself questions about this Standards Point. What are your thoughts on it? What does it mean to you at this point in your training? Have your views altered since your last reflection on this point?* | | |
| To me, the use of children’s prior knowledge is more than simply being aware of it, but rather taking active actions that use what you know and what the children know to ensure that they are receiving the right information for the lesson. As I have progress from student to teacher to a full time class teacher it is my responsibility to be aware of what my children already know, thus identifying the gaps in their knowledge. By doing this, I can see the areas I need to work on while also highlighting the areas that I can use as a foundation of learning in order to build on their prior knowledge rather than starting from a completely new concept. | | |
| **Evidence**: *What evidence do you have that demonstrates your current attainment against this Standards Point? Describe the evidence and explain* ***how*** *it demonstrates your current attainment. If the evidence is held elsewhere in your Teachers’ Standards Portfolio make sure that you signpost the reader directly to it.* | | |
| While planning my lessons, I look to the content of the year 1 National Curriculum to see what my students should have learned last year. This allows me to, before even looking at their work, get an idea of where I can start in regards to building the foundation of knowledge. If children can relate new information to something they already know, they are more likely to be able to retain that information. I have been combining the Year 1 curriculum with the data from formative and summative assessment opportunities to create a clear image of what the class know and what they should know by the end of Year 2. | | |
| **Impact and Outcome**: *What have you learned? What further skills, knowledge, understanding or attitudes have you developed? What will the impact be on the learning and development of the children with whom you work?* | | |
| From what I have been doing in Year 2, I have learned the importance of activating and build upon a child’s prior knowledge. Without a firm base of understanding, children lack the ability to cohesively grasp new concepts quickly as they are learning a completely new skill or concept. Even when planning to introduce new ideas and themes, it is important to relate these new ideas, wherever possible, to something they already know. At my current school, we use ‘Making it Stick’ activities. These are usually starters that allow children to access the ideas they have learned before and use them in this lesson. These ideas can be something they have learned in the previous year or the previous lesson, but it is vital that children are constantly building on their existing knowledge. | | |
| **Next Steps / Targets:** | | **Action Plan**: |
| Ensure a more individualised approach to prior knowledge. | | Use assessment data to see where ethe child’s individual gaps and strengths are and tailor their learning to form a solid base knowledge before developing their individual weaknesses. |

**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**

1a establish a safe and stimulating environment for pupils, rooted in mutual respect

1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

2a be accountable for pupils’ attainment, progress and outcomes

2b be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

2c guide pupils to reflect on the progress they have made and their emerging needs

2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

2e encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject

3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons**

4a impart knowledge and develop understanding through effective use of lesson time

4b promote a love of learning and children’s intellectual curiosity

4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

4d reflect systematically on the effectiveness of lessons and approaches to teaching

4e 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**

5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5b have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

5c 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

5d 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**

6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

6b make use of formative and summative assessment to secure pupils’ progress

6c use relevant data to monitor progress, set targets, and plan subsequent lessons

6d 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**

7a 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

7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7c manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

8a make a positive contribution to the wider life and ethos of the school

8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8c deploy support staff effectively

8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

8e 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.

**PPC1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by**:

PPC1a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

PPC1b having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

PPC1c showing tolerance of and respect for the rights of others

PPC1d 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

PCC1e ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

**PCC2 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.**

**PCC3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**