

**Questions to Facilitate Progress Review and Formal Assessment Meetings**

Induction Tutors/Mentors may wish to use some of the questions below to structure professional conversations, support the NQT’s professional development and gather evidence to determine the NQT’s progress towards meeting the Teachers Standards.

**Standard 1 Set high expectations which inspire, motivate and challenge pupils**

* What techniques and strategies are you using to gain pupils’ confidence and trust?
* How does your classroom environment promote positive behaviour and attitudes towards learning?
* What goals have you set for your class(es) and the individuals that you teach including specific groups i.e. under-achievers, the more able and those with specific learning needs?
* How are you using the background/ability/prior attainment data?
* Are all pupils learning in your lessons and moving forward?
* How are you demonstrating your expectations?
* How aware are your pupils of your expectations regarding their behaviour, values and attitudes to learning?

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

* How are you using your knowledge of pupils’ progress to plan lessons and ensure they are on track towards meeting age-related expectations?
* What strategies and techniques are you using to encourage pupil self-reflection?
* How are you using effective questions to assess pupils’ knowledge and understanding and are you adapting lessons/plans accordingly?
* What strategies are you using to promote retention of knowledge/skills?
* What use are you making of the variety of school monitoring data to track and encourage progress?
* Is there evidence of building upon pupils’ prior knowledge in your lesson using planning?
* How do you plan lessons using a variety of teaching strategies?
* Is there evidence that you are reflecting the needs of pupils in the teaching strategies used?
* What are the barriers to this pupil’s learning or this group of pupils’ learning?

**Standard 3 Demonstrate good subject and curriculum knowledge**

* How confident are you within the various curriculum areas?
* What areas do you need to develop?
* Are you aware of the school definition of “high standards”?
* Do you understand the key concepts you are teaching enough to break them apart to the basic elements for pupils who do not understand?
* Do your lessons give pupils the opportunity to work independently, discuss investigate and question?
* Do you model good use of Standard English, a rich vocabulary and correct grammar?
* How do your lessons demonstrate your enthusiasm and expertise for your subject?
* Are you aware of and applying and promoting the school’s literacy policy?
* How are you using prior learning checks?
* Do pupils contribute to topic choice?
* Use of effective questioning?
* Have you used a lesson checklist to ensure you have the key points to a successful lesson?
* Learning objectives are supported by success criteria, sometimes generated by pupils?
* Do you know the necessary skills pupils need to achieve a particular objective?
* Does planning demonstrate individuals and groups’ expectations with clear differentiation?
* Does planning demonstrate evaluation and developmental feedback in line with school policy and this is evident in pupils’ books?
* How do you engage the pupils in self-development and build their resilience?

**Primary only**

* What areas would you need to develop, e.g. knowledge in synthetic phonics/literacy/maths across the curriculum?
* What strategies do you employ when teaching reading and discrete phonics?
* Do you know what level your pupils are at for phonics/reading?
* What stage are groups of pupils at in their maths development (e.g. practical/concrete)?
* How are you showing in your planning differentiation and progression in phonics/early maths?

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

* Does planning reflect the core knowledge and skills identified for the subject area?
* How are you planning for retention of knowledge/skills?
* What strategies have you used to evaluate pupils’ learning?
* What success have you had in planning lessons that have engaged and motivated pupils?
* How are you managing lesson time in order to sustain the pace of learning?
* What strategies are you using to develop motivated and independent learners?
* How do you evaluate your own lessons and reflect on how your teaching strategies helped to engage the pupils and move them on and sue this for future lessons?
* How are you actively promoting life-long learning?
* What opportunities are you giving the pupils to extend their learning outside of school?
* How are you developing pupils’ independent learning skills?
* How do you use display as a teaching tool and to support love of learning/intellectual curiosity?
* How have you used teaching assistants/other resources available to support pupils’ learning?
* What AfL strategies are used to inform pupils of their achievements and know their next steps for learning?

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

* What evidence/teaching strategies are there in your planning and teaching to show appropriate differentiation for pupils?
* Do your lessons consider the needs of all pupils?
* How are SEN pupils supported?
* How are more able pupils being stretched?
* What do you understand to be barriers to pupils’ learning and strategies to overcome them?
* How will you ensure that all pupils make progress in your lessons?
* What assessment strategies are you using?
* Are you actively using formative assessment?

**Standard 6 Make accurate and productive use of assessment**

* How do you use assessment in order to a) track pupil progress b) reflect on your lesson plans?
* How do you make use of formative and summative assessment to support progress?
* How are you monitoring and recording pupil progress?
* Do you know how to use data and assessment to inform future planning?
* Is your feedback in line with the school’s marking policy and AFL agreed strategies?
* How do you plan for teaching assessments?

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

* How do you demonstrate that are you following the school behaviour policy?
* What routines have you established?
* What strategies and techniques do you have in place to promote a good and safe environment?
* How do you uphold high expectations of behaviour?
* How do you manage unacceptable behaviour?
* How are you modelling expectations?
* Do your displays support behavioural expectations?
* When do you need to ask for help in managing a pupil?
* How do you encourage pupils to self-moderate their behaviour?

**Standard 8 Fulfil wider school responsibilities**

* How do you contribute to the wider life of school as an individual?
* How has professional development impacted on your teaching in the classroom?
* How have you worked collaboratively with other professionals?
* How have you built up appropriate professional relationships with parents?
* How did you prepare for parents evenings?

**Part 2: Personal and Professional Conduct**

* Do you know who to consult about safeguarding concerns?
* What steps do you take to ensure your pupils are safe and have a sense of well-being?
* How do you keep up to date with the latest statutory requirements?
* Have you familiarised yourself with school policies relevant to your role and expectations of your conduct e.g. dress codes, use of social media, timekeeping?
* How do you support the ethos and values of the school?
* How do you support and promote equality of opportunity?