

# Practice Learning Assessment Framework

PGCE-23J: Postgraduate Certificate in  
Education

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.

## Pedagogy Refining teaching: Towards sustained highly effective practice

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Managing the learning environment	The student teacher understands the importance of, and demonstrates, the effective establishment and ongoing management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and that are understood by learners in that context.	<p>You begin to establish effective relationships with most learners, both at an individual and a classroom level, including more timid and more challenging pupils.</p> <p>You are able, in some instances, to respond appropriately to the emotional, behavioural and cognitive needs of some learners, using emerging tools.</p> <p>You demonstrate appropriate knowledge of behaviour management strategies, and can apply these in a range of contexts to ensure effective learning.</p> <p>You make appropriate use of the time and space available: for example, making effective use of role-play areas.</p>	<p>You establish very effective relationships with most learners, both at an individual and a classroom level, including more timid and more challenging pupils.</p> <p>You can respond appropriately to the emotional, behavioural and cognitive needs of most learners, using a range of established tools.</p> <p>You demonstrate established knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning.</p> <p>You make very effective use of the time and space available, including the indoor and outdoor spaces.</p>	<p>You establish excellent relationships with nearly all learners, both at an individual and a classroom level, including more timid and more challenging pupils.</p> <p>You can respond immediately and appropriately to the emotional, behavioural and cognitive needs of nearly all learners, using a wide range of embedded tools.</p> <p>You demonstrate embedded knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning.</p> <p>You make excellent use of the time and space available: for example, being able to complete a lesson as planned, and making very effective use of different areas within the classroom and in the outdoor area.</p>

Assessment	<p>The range of purposes and practices of assessment is understood and articulated.</p>	<p>You can implement assessment for learning practices in the classroom</p> <p>You are beginning to question effectively and manage the whole-class dialogue.</p> <p>You are beginning to understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for the majority of learners, e.g. by tracking pupil progress.</p> <p>You are beginning to plan learning activities informed by prior assessment including differentiation to support pupil progression.</p> <p>You create several opportunities for learners to self and peer assess at the end of tasks or during the plenary.</p>	<p>You can implement a range of assessment-for-learning practices in the classroom. You can question effectively and manage the whole-class dialogue.</p> <p>You understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for most learners by regularly tracking pupil progress.</p> <p>You ensure that curriculum planning and delivery are informed by analysis of prior assessment, e.g. including differentiation to support and challenge groups of pupils of different abilities.</p> <p>You create a range of opportunities for learners to self and peer assess effectively at the end of tasks or during the plenary. You aim to link self- and peer-assessments to success criteria.</p>	<p>You can implement a wide range of assessment-for-learning practices in the classroom.</p> <p>You can question effectively, using open and closed questions, and expertly manage the whole-class dialogue.</p> <p>You understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for nearly all learners by consistently tracking pupil progress.</p> <p>You ensure that curriculum planning and delivery are consistently informed by critical analysis of prior assessment, e.g. including effective differentiation to support and challenge individuals appropriately.</p> <p>You create a wide range of opportunities for learners to self and peer assess consistently and effectively at the end of tasks or during the plenary. Self- and peer-assessment approaches are</p>
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				clearly linked to agreed success criteria.
Differentiation	The student teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	<p>You are beginning to plan and implement activities that engage and challenge many learners. In some cases, you link your planning of activities to learners' previous outcomes and school performance data.</p> <p>Sometimes you adapt learning materials to ensure that most learners have access to the curriculum.</p> <p>Sometimes you plan and implement activities to extend MAT learners.</p>	<p>You plan and implement activities that engage and challenge most learners. You link your planning of activities to learners' previous outcomes and school performance data.</p> <p>You adapt learning materials to ensure that most learners have access to the curriculum. You regularly plan and implement activities to extend MAT provision.</p>	<p>You plan and implement activities that engage and challenge nearly all learners.</p> <p>You consistently link your planning of activities to learners' previous outcomes and school performance data.</p> <p>You adapt learning materials to ensure that all learners have the potential to access the curriculum. You plan and implement activities that extend and enrich MAT provision.</p>
Recording and Reporting	The student teacher produces appropriate, timely and accurate records, and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.	<p>You show evidence of recording attainment data according to school policy.</p> <p>You provide appropriate written feedback.</p> <p>You make adequate appropriate use of summative data to plan learning. You make an appropriate contribution when reporting to parents/carers.</p>	<p>You record attainment data accurately according to school policy.</p> <p>You provide good written feedback</p> <p>You make good use of summative data to plan effectively, both in the short and long term. You make good contributions to reports to parents/carers.</p>	<p>You record attainment data accurately and consistently according to school policy.</p> <p>You provide excellent written feedback.</p> <p>You make critical use of summative data to plan effectively, both in the short and long term. You make significant contributions to reports to parents/carers.</p>

Involving partners in learning	The importance of positive involvement of parent/carers and other partners is understood, and opportunities are taken to observe and evaluate processes.	<p>You demonstrate an emerging understanding of how parents and external partners can contribute to effective learning. You begin to observe meetings with external agencies where appropriate, e.g. school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe the communication with parents/carers and others</p>	<p>You demonstrate an established understanding of how parents and external partners can contribute to effective learning and developing the four purposes. You observe work with external agencies, e.g. school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe, evaluate and understand the communication with parents/carers and others</p>	<p>You demonstrate an embedded understanding of how parents and external partners can contribute to effective learning and developing the four purposes. You work with external agencies, e.g. school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe, evaluate critically and understand the communication with parents/carers and others.</p>
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## **Pedagogy Advancing learning:** Through effective application of subject knowledge and discipline

<b>Elements</b>	<b>QTS descriptors</b>	<b>Description of practice which may be 'On Track'</b>	<b>Description of practice which may be 'On Track with Many Areas of Strength'</b>	<b>Description of practice which may be 'Exceeding Expectations'</b>
Four purposes for learners	The student teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.	<p>You ensure that learners make appropriate progress within the four purposes over a series of lessons.</p> <p>You demonstrate an emerging understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an emerging understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g. giving pupils a voice.</p> <p>You understand the relevance of some activities to the four purposes.</p>	<p>You ensure that learners make good progress within the four purposes over a series of lessons.</p> <p>You demonstrate an established understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an established understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g. using a range of effective AfL approaches and giving pupils a voice.</p> <p>You understand the relevance of most activities to the four purposes.</p>	<p>You ensure that learners make excellent progress within the four purposes over a series of lessons.</p> <p>You demonstrate an embedded understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an embedded understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g. developing higher order thinking skills, using a range of effective AfL approaches and giving pupils a voice.</p> <p>You understand the relevance of all curriculum content to the four purposes.</p>

Exploiting subject disciplines in AoLEs	The student teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.	<p>You plan satisfactory lessons that achieve the four purposes.</p> <p>You demonstrate an emerging understanding of the subject content.</p> <p>You understand, plan and implement an emerging range of pedagogies.</p> <p>You demonstrate an emerging understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan appropriate activities that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>	<p>You plan good lessons and series of lessons that achieve the four purposes.</p> <p>You demonstrate an established understanding of the subject content.</p> <p>You understand, plan and implement an established range of pedagogies.</p> <p>You demonstrate an established understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan regular engaging activities that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>	<p>You plan excellent lessons and series of lessons that achieve the four purposes.</p> <p>You demonstrate an embedded understanding of the subject content.</p> <p>You understand, plan and implement an embedded range of pedagogies.</p> <p>You demonstrate an embedded understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan excellent activities consistently that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>
Blended learning experiences	The student teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.	<p>You adopt an appropriate range of pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web-based activities, off-site visits, outdoor areas, VLEs, etc.</p> <p>You deliver an emerging range of appropriate learning resources: for example, models,</p>	<p>You adopt a good range of effective pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web-based activities, off-site visits, outdoor areas, VLEs, etc.</p> <p>You devise and deliver an established range of innovative</p>	<p>You adopt a wide range of effective pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web-based activities, off-site visits, outdoor areas, VLEs, etc.</p> <p>You devise and deliver an embedded range of innovative</p>

		worksheets, sorting activities, electronic games, costumes, etc.	learning resources: for example, models, worksheets, card sorting activities, electronic games, costumes, etc.	learning resources: for example, models, worksheets, card sorting activities, electronic games, costumes, etc.
Real-life, authentic contexts	The student teacher demonstrates an understanding of the use of real-life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience, and illustrates applications of concepts and abstracts in practice.	<p>You are beginning to present curriculum content within contexts that link with the real world.</p> <p>You develop some learners' knowledge of Wales and Welsh culture across the curriculum.</p> <p>You have an emerging understanding of how context can enhance and develop cognitive skills in all learners, e.g. by using songs, games and hand-on activities.</p> <p>You demonstrate an emerging understanding of the role of context when developing learners' digital competence, literacy and numeracy.</p>	<p>You regularly present curriculum content within relevant and valid contexts that emphasise links with the real world.</p> <p>You develop most learners' knowledge of Wales and Welsh culture through meaningful, context-rich activities across the curriculum.</p> <p>You have an established understanding of how context can enhance and develop cognitive skills in all learners, e.g. by using songs, games and hand-on activities.</p> <p>You demonstrate an established understanding of the role of context when developing learners' digital competence, literacy and numeracy.</p>	<p>You consistently present curriculum content within imaginative, relevant and valid contexts that emphasise links with the real world.</p> <p>You develop all learners' knowledge of Wales and Welsh culture through meaningful, context-rich activities across the curriculum.</p> <p>You have an embedded understanding of how context can enhance and develop cognitive skills in all learners, e.g. by using songs, games and hand-on activities.</p> <p>You demonstrate an embedded understanding of the role of context when developing learners' digital competence, literacy and numeracy.</p>
Progression in learning	The student teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.	<p>You demonstrate an emerging knowledge of curriculum requirements in preceding and subsequent stages of learning, i.e. the year or phase below or above.</p> <p>You demonstrate an emerging</p>	<p>You demonstrate an established understanding of curriculum requirements in preceding and subsequent stages of learning ie the year or phase below or above.</p>	<p>You demonstrate an embedded understanding of curriculum requirements in preceding and subsequent stages of learning, i.e. the year or phase below or above.</p> <p>You demonstrate an embedded</p>



		<p>knowledge of how prior learning and sharing lesson objectives can facilitate learner progress, e.g. by asking about prior learning and sharing the lesson objective during the introduction.</p> <p>You can plan lessons and/or activities that support the learning of learners with ALN.</p>	<p>You demonstrate an established understanding of how knowledge of prior learning and designing valid learning objectives can facilitate learner progress, e.g. by deciding on learning objective with pupils.</p> <p>You can plan highly effective lessons and/or activities that effectively progress learning of learners with ALN.</p>	<p>understanding of how knowledge of prior learning and designing valid learning objectives can facilitate learner progress, e.g. by allowing pupils to decide on learning objective.</p> <p>You can plan excellent lessons and/or activities that significantly progress the learning of learners with ALN</p>
Cross-curricular themes	<p>The student teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning, and justifies decisions.</p>	<p>You plan and teach cross-curricular learning experiences, making satisfactory connections with other AoLEs/subjects e.g. geography and numeracy/art and DCF.</p> <p>You are beginning to plan activities with other teachers from other subjects</p> <p>You demonstrate an emerging understanding of curriculum design.</p> <p>You ensure that the majority of learners make progress in all CCRs.</p>	<p>You plan and teach appropriate cross-curricular learning experiences, making relevant connections with other AoLEs/subjects, e.g. science and numeracy/history and literacy.</p> <p>You plan activities with other teachers from other subjects.</p> <p>You demonstrate an established understanding of curriculum design.</p> <p>You ensure that most learners make good progress in all CCRs.</p>	<p>You plan and teach excellent cross-curricular learning experiences, making relevant meaningful connections with other AoLEs/subjects, e.g. art and numeracy/history and literacy.</p> <p>You lead on planning activities with other teachers and other subjects.</p> <p>You demonstrate an embedded understanding of curriculum design.</p> <p>You ensure that nearly all learners make excellent progress in all CCRs.</p>

## Pedagogy Influencing learners: Building a positive learner disposition

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Challenge and expectations	The student teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.	<p>You demonstrate emerging expectations of all learners' learning and behaviour by planning appropriate levels of challenge and making rules clear.</p> <p>You plan and implement activities that challenge most learners.</p> <p>You make use of an emerging range of communication methods to stimulate learners' interest, motivation and engagement, e.g. video, audio, apps, tone of voice, well-prepared resources.</p> <p>You have high expectations of the majority of learners, regardless of their race, creed, gender, sexual orientation and socio-economic status.</p>	<p>You demonstrate established expectations of all learners' learning and behaviour, e.g. with a relevant level of challenge and by establishing class rules.</p> <p>You plan and implement activities that challenge and engage most learners.</p> <p>You make use of an established range of communication methods to stimulate learners' interest, motivation and engagement, e.g. video, audio, apps, tone of voice, a variety of well-planned resources.</p> <p>You have high expectations of most learners, regardless of their race, creed, gender, sexual orientation and socio-economic status.</p>	<p>You demonstrate embedded expectations of all learners' learning and behaviour, with a relevant level of challenge and consistency regarding class rules.</p> <p>You plan and implement relevant activities that challenge and engage all learners.</p> <p>You make use of an embedded range of communication methods to stimulate learners' interest, motivation and engagement, e.g. video, audio, apps, tone of voice, a wide variety of well-planned resources.</p> <p>You have high expectations of all learners, regardless of their race, creed, gender, sexual orientation and socio-economic status.</p>
Listening to learners	The student teacher demonstrates a willingness to seek, listen to and take account of the views of	You show some evidence of listening to learners in class and sometimes respond appropriately, both emotionally	You listen to learners in class and respond appropriately, both emotionally and intellectually.	You listen to learners in class and respond with understanding and insight, both emotionally and intellectually.

	learners in order to engage and encourage them as active participants in their own learning.	<p>and intellectually.</p> <p>You are beginning to facilitate effective whole-class discussion.</p> <p>You make satisfactory use of the views of learners when planning or evaluating teaching and learning, e.g. a topic planning day.</p>	<p>You are able to facilitate very effective whole-class discussion on a range of topics.</p> <p>You make good use of the views of learners when planning or evaluating teaching and learning, e.g. a topic planning day.</p>	<p>You facilitate discussion on issues that are open-ended, complex, controversial or emotional where appropriate.</p> <p>You make excellent use of the views of learners when planning or evaluating teaching and learning, e.g. a topic planning day.</p>
Learners leading learning	In planning and delivery, the student teacher demonstrates an awareness of the importance of encouraging learners to reflect on their own learning.	<p>You are beginning to experiment with a range of opportunities for learners to self and peer assess effectively during the plenary.</p> <p>You are beginning to involve learners when designing learning objectives.</p>	<p>You create opportunities for learners to self and peer assess regularly and effectively during plenaries and while completing the activity.</p> <p>You involve learners regularly when designing learning objectives.</p>	<p>You create opportunities for learners to self and peer assess consistently and effectively during plenaries and a number of mini pit-stops during the lesson.</p> <p>You involve learners consistently and effectively when designing learning objectives.</p>
Sustained effort and resilience in learners	The student teacher promotes and secures learners' self-motivation and self-direction in their learning.	<p>You are able to design some activities that encourage independent learning.</p> <p>Sometimes you motivate learners to be persistent and to ask for help when needed.</p> <p>You are beginning to create a learning environment that values and celebrates hard work and achievement.</p>	<p>You regularly design engaging activities that encourage independent learning.</p> <p>You regularly motivate learners to be persistent, to view problems as challenges, not obstacles, and to ask for help when needed.</p> <p>You create a learning environment that regularly values and celebrates hard work and achievement.</p>	<p>You consistently design engaging activities which encourage independent learning, and which develop learners' initiative.</p> <p>You consistently motivate learners to be persistent, to view problems as challenges, not obstacles, and to ask for help when needed.</p> <p>You create a learning environment that consistently values and celebrates hard work and achievement.</p>

Reflection on learning	In planning, the student teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.	<p>You are beginning to ensure that some learning is reflective and that learners are aware of what they have learned before they leave the classroom.</p> <p>You are beginning to equip learners with resources that enable them to plan and reflect on their learning, e.g. checklists, rubrics and organisers.</p> <p>Sometimes you deliver plenaries that encourage self-monitoring of learning.</p>	<p>You ensure that most learning is reflective and that learners become conscious of how and what they have learned before they leave the classroom.</p> <p>You regularly equip the majority of learners with resources that enable them to plan and reflect on their learning, e.g. checklists, rubrics and organisers.</p> <p>You regularly deliver plenaries which encourage self-monitoring of learning.</p>	<p>You ensure that all learning is reflective and that learners become conscious of how and what they have learned before they leave the classroom.</p> <p>You consistently equip most learners with resources that enable them to plan and reflect on their learning, e.g. checklists, rubrics and organisers.</p> <p>You consistently deliver plenaries that encourage self-monitoring of learning.</p>
Learning outcomes and well-being	The student teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.	<p>Sometimes you ensure that the majority of learners' progress is linked to their well-being.</p> <p>You are beginning to create a learning environment that encourages cooperation between learners.</p> <p>You show some evidence of planning tasks that have an appropriate level of challenge and support, and lead to progress for the majority of learners.</p>	<p>You regularly ensure that most learners' progress is linked to their well-being.</p> <p>You create a learning environment which promotes mutual support and cooperation between learners.</p> <p>You ensure that most tasks have an appropriate level of challenge and support that leads to success and progress for most learners.</p>	<p>You consistently ensure that all learners' progress is linked to their well-being.</p> <p>You create a learning environment that consistently encourages mutual support and cooperation between learners</p> <p>You ensure that all tasks have an appropriate level of challenge and support, and lead to success and progress for all learners.</p>

## Collaboration: Enabling effective pedagogy to spread

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Seeking advice and support	The student teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team-teaching, while demonstrating increasing levels of independence.	By responding to questioning, you use advice and feedback and begin to take steps towards improving your practice. You are beginning to progress satisfactorily through team-teaching and joint planning with mentors. You reflect on your practice and, where appropriate, seek advice from mentor.	Through actively contributing to reflective discussions, you effectively use advice and feedback to improve your practice through team-teaching and joint planning with mentors, peers and other professionals.	Through initiating reflective discussions, you actively seek advice and feedback (from lesson observations, professional dialogue etc.) and effectively improves your practice and wider skills independently.
Working with in-school colleagues	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.	You develop an effective professional relationship with the mentor and colleagues. You engage appropriately in the processes of curriculum development in the school.	You develop constructive relationships with the mentor, and, as opportunities arise, in the wider teaching and learning community. You engage where possible in the processes of curriculum development, improvement planning and professional review and development of the school.	You develop purposeful relationships with the mentor and the wider teaching and learning community by collaborating on valuable contributions to the school community outside of the classroom.  You actively engage in the processes of curriculum development, improvement planning and professional review.

Supporting and developing others	The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.	<p>You participate in professional learning with others.</p> <p>You are able to discuss teaching and learning possibly in a more informal setting with members of staff other than the mentor/tutor.</p> <p>You demonstrate evidence of sharing some learning experiences with peers.</p>	<p>You actively participate in professional learning with others, engaging in group reflection, learning and practice.</p> <p>You are able to play an active part in parents' evenings and contribute effectively in team meetings.</p> <p>You contribute to learning through sharing successful experiences with colleagues, e.g. by describing a learning experience in a team meeting.</p>	<p>You develop purposeful relationships with the mentor and the wider learning community.</p> <p>You play a leading role by introducing a new idea, series of lessons, pedagogy or process that is adopted and improves teaching and learning across phases/school.</p>
Enabling improvement	There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.	<p>You have shared instances of professional learning with colleagues to support improved performance and outcomes for learners.</p> <p>You have identified a student that has a barrier to their learning, and discussed ways of removing this with their mentor/classroom teacher.</p> <p>You have made some improvements in your practice maybe following advice.</p>	<p>You have adapted existing practices and adopted new strategies which result in improved learner outcomes.</p> <p>Following reflective discussions, you have identified a barrier to learning and successfully removed it using a different pedagogical approach or resource.</p>	<p>You have improved your practice as a result of independent critical reflection.</p> <p>You have independently identified and successfully removed a barrier to learning by applying theory and research to practice, and the link is clearly understood.</p> <p>You have evaluated its success and have clear data to evidence this.</p>

## Professional learning: Taking effective pedagogy deeper

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Wider reading and research findings	The student teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.	<p>You have a satisfactory understanding of research into learning, pedagogy, assessment and child and adolescent development, and attempt to apply it to your practice.</p> <p>You are aware of the terms used in the online PGCE material, e.g. summative and formative assessment.</p>	<p>You have a secure understanding of research into learning, pedagogy, assessment and child and adolescent development and You are beginning to apply research and theory to your own practice, thus improving outcomes for most learners.</p> <p>You have signposted, either verbally or on lesson plans/in reflections, your use of these ideas and comment on how this has impacted the learner.</p>	<p>You demonstrate a sophisticated understanding of research into learning, pedagogy, assessment and child and adolescent development and effectively use this to improve outcomes for nearly all learners.</p> <p>You have substantial evidence of how lesson starters/ lesson plans/ series of lessons show a structured approach (e.g. exposition, identifying misconceptions, leading to well- planned activities.</p>

Professional networks and communities	The student teacher has an informed understanding of the contribution of research, including small-scale action research, to the development of practice.	With guidance from the mentor, you have implemented a small-scale action research cycle, analysed learner outcomes and reflected on your practice. You understand how to collect relevant data from the classroom, including observation data, evidence of learning, and quantitative attainment data.	You have implemented a small-scale action research cycle, analysed learner outcomes and reflected on your own practice. You collect relevant data from the classroom, including observation data, evidence of learning, and quantitative attainment data and uses this to improve learner performance.	You have implemented an excellent small-scale action research cycle, analysed learner outcomes and reflected critically on your own practice. You are able to understand others' research and critically evaluate its relevance to your own practice and context.
Continuing professional learning	The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.	You are beginning to use the PLP to reflect on your progress but rely on your mentor and/or tutor to agree targets. You upload appropriate evidence of progress to the PLP and suggest ways of developing your practice.	You are able to use the PLP to reflect on your progress and, with your mentors and tutors, form challenging targets for future development.  You set your own professional targets based on the most important points raised from previous observations, etc. You make good use of your PLP when discussing your progress with your mentor.	You regularly present evidence of your progress in the PLP alongside commentary that is critical, analytical and linked to theory and research.  You set your own professional targets based on the most important points raised from previous observations, and link these to research.



Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.	You make appropriate progress in the use of the Welsh language in the classroom, e.g. developing and using incidental Welsh to greet, discuss the weather, complete register and/or open and close lessons with some confidence. You are beginning to display an emerging understanding of how to teach language skills to the relevant year group/s.	You make good progress in developing the use of the Welsh language in the classroom, e.g. using a wider range of incidental words and phrases consistently and introducing some thematic vocabulary. You display an established understanding of how to teach language skills to the relevant year group/s.	You actively identify opportunities and are committed to consistently developing the use of both incidental and thematic Welsh within the classroom and with colleagues. You display an embedded understanding of how to teach language skills to the relevant year group/s.
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## Innovation: Moving pedagogy forward

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Offering expertise	The student teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.	You exhibit an appropriate range of pedagogies which are focused on learning and which have been adapted to the needs of some learners. You share effective practice with peers and mentor.	You exhibit a range of pedagogies which are focused on learning and which have been adapted to the needs of the learners. You share very good practice with peers and school colleagues who trial the approach in their classrooms.	You have influenced the practice of your mentor and the wider school.  The practice was deemed successful enough to play a significant part in new ways of working.
Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.	You are beginning to develop new ways of working as a result of considering educational research and theory.	You have developed new ways of working as a result of reflecting on and implementing relevant approaches to support learners' behaviour, learning and emotions as a result of their understanding of research and theory.	You have developed very effective new ways of working as a result of analysing learners' behaviours, learning and emotions linked to educational research and theory.  You are able to clearly explain why you have adapted a particular approach supported by evidence from relevant sources.
Evaluating the impact of changes to practice	The student teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.	You are beginning to solve problems arising in the classroom. You gather sufficient data and has an emerging understanding of how evidence can evaluate the impact of changes in practice, e.g. on annual reading	You are able to effectively problem solve by gathering a range of informative data and you demonstrate an established understanding of the value of data and other evidence in evaluating the impact of changes to practice, e.g. on annual numeracy and reading test scores	You reflect critically, analyse, and solve problems very effectively, as an individual and as a member of a team.  You demonstrate an embedded understanding of how to interpret a range of qualitative and quantitative data and other evidence to evaluate the impact of a new approach on

				learning outcomes including annual national test scores and in-house assessment procedures.
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## Leadership: Helping effective pedagogy to grow

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Taking responsibility for self	The student teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	<p>You make a satisfactory contribution to other areas of school life, e.g. supporting extra-curricular activities.</p> <p>You demonstrate some understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of the majority of learners.</p>	<p>You make a good contribution to other areas of school life, e.g. taking responsibility for the running of extra-curricular activities.</p> <p>You demonstrate a very good understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of most learners.</p>	<p>You make significant contributions to other areas of school life, e.g. creating a sustained extra-curricular activity with tangible outcomes such as Crest Awards.</p> <p>You demonstrate a deep understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of nearly all learners.</p>
Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.	<p>You demonstrate appropriate knowledge of policies such as safeguarding, health and safety and assessment.</p> <p>You have an appropriate knowledge of how schools implement government policy, e.g. the Literacy and Numeracy Framework.</p>	<p>You understand and work very effectively within the parameters of school policies such as safeguarding, inclusion, teaching and learning.</p> <p>You have a very good understanding of how schools implement government policy, e.g. the Digital Competence Framework.</p>	<p>You demonstrate an in-depth knowledge of policies such as safeguarding, anti-bullying measures and related procedures.</p> <p>You have an excellent understanding of how schools implement government policy, e.g. Curriculum for Wales 2022.</p>

Leading colleagues, projects and programmes	The student teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.	<p>You are beginning to observe some colleagues in their roles as educational leaders in the school.</p> <p>You work within the school's professional structures as directed by the mentor.</p> <p>You regularly attend relevant staff meetings.</p> <p>You have an emerging understanding of how target setting can improve standards.</p>	<p>You are taking up opportunities to observe a variety of colleagues in their role as educational leader in the school, which is impacting on your own professional practice.</p> <p>You work within the school's professional structures with growing levels of independence.</p> <p>You regularly attend relevant staff meetings and reflect on their significance and effect.</p> <p>You have an established understanding of how target setting can improve standards.</p>	<p>You regularly observe colleagues in their own and other schools in their role as educational leader, and critically reflect on how different approaches can be incorporated into professional practice.</p> <p>You understand and work within the school's professional structures.</p> <p>You regularly attend relevant staff and other meetings and reflect critically on their significance and effect.</p> <p>You have an embedded understanding of how target setting can improve standards.</p>
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Supporting formal leadership roles		<p>You demonstrate an emerging understanding of the nature of responsibilities within and across departments and teams in the school.</p> <p>You are beginning to adopt the school's ethos and vision and apply some policies in practice, e.g. teaching and learning, providing feedback, inclusion</p>	<p>You demonstrate an established understanding of the nature of responsibilities within and across departments in the school.</p> <p>You have adopted the school's ethos and vision and regularly apply most policies in practice, e.g. teaching and learning, providing feedback, inclusion.</p>	<p>You demonstrate an embedded understanding of the nature of responsibilities within and across departments and teams in the school.</p> <p>You have adopted the school's ethos and vision and consistently apply all policies in practice, e.g. teaching and learning, providing feedback, inclusion.</p>
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