

Teaching Standards in Secondary Information Technology

Requirements	Opportunities	Evidence
<p>ST1 For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:</p> <p>(i) have a secure knowledge and understanding of the concepts and skills in their specialist subject(s), at a standards equivalent to degree level to enable them to teach it (them) confidently and accurately at KS3 and KS4 and, where relevant, post-16 for trainees on 11-16 or 18 courses;</p> <p>(ii) have, for their specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum programmes of study, level descriptions or end of key stage descriptions for KS3 and, where applicable, National Curriculum programmes of study for KS4;</p> <p>(iii) not applicable;</p> <p>(iv) are familiar, for their specialist subject(s), with the relevant KS4 and post-16 examination syllabuses and courses, including vocational courses;</p> <p>(v) understand for their specialist subject(s), the framework of 14-19 qualifications and the routes of progression through it;</p> <p>(vi) understand for their specialist subject(s), progression from the KS2 programmes of study;</p>	<p>Institute Curriculum Studies (CS) 'Strand sessions' 'master classes' and 'additional skills' days</p> <p><u>CS sessions</u> Rationales for IT Models and mapping Marking and assessment in IT Issues in assessing at KS3 Issues in assessing at KS4 'A' level Strand sessions Intermediate GNVQ Issues in Assessing IT at KS4 Issues in Assessing 'A' level IT</p> <p>Working with Mentors to develop subject knowledge including subject pedagogic knowledge Teaching in two schools across the 11-16 age range in a variety of contexts.</p> <p>PSE <u>CS session</u> Progression in IT from KS2-3</p>	<p><u>Evidence for ST1 will be provided by:</u></p> <p><u>Pre-Admission</u> GTRR forms and interview process - including presentation.</p> <p>CVs produced for Teaching Practice (PTE) schools</p> <p><u>KSU audit</u> KSU audits and action plans</p> <p><u>CS sessions</u> Notes from tasks set in Curriculum Studies (CS) sessions and of the sessions themselves - including 'master classes'</p> <p><u>Marking</u> Evidence from marking of pupil's work</p>

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(vii) know and can teach the key skills required for current qualifications relevant to their specialist subject, for pupils aged 14-19, and understand the contribution that their specialist subject(s) makes to the development of the key skills;	<u>CS sessions</u> Key skills <u>K3</u> Literacy and numeracy <u>K10</u> +16 key skills	<u>Practical Teaching Experience (PTE) file</u> e.g. SOW and teaching materials produced
(viii) cope securely with subject related questions which students raise;	CS 'Strand sessions'	<u>Assessment Record File</u>
(ix) are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching secondary pupils in their specialist subject(s) and know how to use this to inform and improve their teaching;	CS 'Strand sessions' Marking and assessment in IT	Logs of meeting with mentors. Observations, monitoring progress against the Standards, including target setting, progress reports and responses to reports from PTE school 1 and 2.
(x) know, for their specialist subject(s), pupils' most common misconceptions and mistakes;	'Misconceptions' section of CS session material	
(xi) understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development;	<u>K5</u> learning and differentiation <u>K7</u> Refugee and EAL pupils <u>K8</u> Equalities issues <u>CS session</u> Lesson planning 2	<u>Assignment 1</u> Evidence relating Assignment 1 to the IT National Curriculum, exam syllabuses and pupils difficulties and misconceptions.
(xii) have a working knowledge of ICT (excluding the 'control element') to a standard equivalent to Level 8 in the NC for pupils, and understand the contribution which ICT makes to their specialist subject(s), (not formally assessed)	Subsumed elsewhere <u>CS session</u> ICT in IT	
(xiii) are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.	<u>CS session</u> Lesson planning1	

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<p>ST2 For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:</p> <p>Planning</p> <p>(a) plan their teaching to achieve progression in pupils' learning through:</p> <p>(i) identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;</p> <p>(ii) setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;</p> <p>(iii) setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;</p> <p>(iv) setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;</p> <p>(v) identifying pupils who:</p> <ul style="list-style-type: none"> • have special educational needs, including specific learning difficulties; • are very able; • are not yet fluent in English; • and knowing where to get help in order to give positive and targeted support; 	<p><u>CS sessions</u> Lesson planning 1,2,3 'Strand sessions' with lesson plan products: DI 1; DI 5; ES 3; FO 5; RM 1 SEN and IT</p> <p><u>K5 learning and differentiation</u> <u>K7 Refugees and EAL pupils</u> <u>K8 Equality issues</u></p> <p>Work in schools with host teachers and Mentors on developing lesson planning and schemes of work</p>	<p><u>PTE file</u> Containing lesson plans and SOW which: relate to the IT NC and (where appropriate) GCSE and +16 syllabuses; give evidence of good planning and learning objectives for both individual lessons and sequences of lessons; are linked to lesson evaluations that reflect on planning for pupils' learning;</p> <p><u>ARF</u> Containing: Lesson observations comments from host teachers, Mentors and Institute Tutors related to planning with evidence of target setting and review; Reports from PTE schools 1 and 2 and responses to these; Records of meetings with mentors in which issues of planning are discussed.</p>

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b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;	<u>CS session</u> Lesson planning 1 'Strand sessions' with lesson plan products: DI 1; DI 5; ES 3; FO 5; RM 1	<u>Assignment 1</u> Containing: Relationship of Lessons and SOW to the IT National Curriculum and GCSE and +16 syllabuses
(c) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;	<u>CS session</u> Issues in Assessing at KS3 Lesson planning 3	
(d) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;	<u>CS session</u> Digital divides K11 PSE	
(e) where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study		
Teaching and Class Management		
(f) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;	<u>CS sessions</u> Lesson planning 1 Discussion of PTE issues (x3)	<u>PTE file</u> Containing lesson plans that: Show evidence of a variety of teaching strategies and pupil activities;
(g) monitor and intervene when teaching to ensure sound learning and discipline;	<u>K2 Classroom management</u>	Utilise a variety of resources and contexts for the IT content;
(h) establish and maintain a purposeful working atmosphere;	Observing and team teaching with host teachers and mentors on induction weeks and 1st and 2nd periods of PTE	Give evidence of an appreciation of the level of pupils' prior knowledge and understanding;
(i) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships;	Working with mentors during both periods of PTE	Are linked to evaluations of class management and pupil learning;
(j) establish a safe environment which supports learning and in which pupils feel secure and confident;		

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<p>(k) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:</p> <ul style="list-style-type: none"> (i) stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation; (ii) matching the approaches used to the subject matter and the pupils being taught; (iii) structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses; (iv) clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples; (v) clear instruction and demonstration, and accurate well-paced explanation; (vi) effective questioning which matches the pace and direction of the lesson and ensures that pupils take part; (vii) careful attention to pupils' errors and misconceptions, and helping to remedy them; (viii) listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward; (ix) selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met; (xi) exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources; 	<p><u>CS sessions</u> Lesson planning 1,2,3 'Strand sessions' - particularly those with lesson plan products: DI 1; DI 5; ES 3; FO 5; RM 1 'Misconceptions' section of 'Strand sessions' ICT in IT Key Skills Digital divides</p> <p><u>K5 Literacy and numeracy</u> Observing and team teaching with host teachers and mentors on induction weeks and 1st and 2nd periods of PTE</p> <p>Working with Mentors to discuss and try out different methods of organising, resourcing and evaluating pupil learning for pupils over the whole age and ability range for KS3 4 and 5 during both periods of PTE</p>	<p><u>ARF</u> Containing: Lesson observations relating to class management; Evidence of target setting and achievement; Records of meetings with Mentors and the discussion of issues of management and teaching strategies; Reports from PTE schools 1 and 2 and responses to these.</p> <p><u>Assignment 1</u> Reflection on the lesson plans and teaching approaches and comments on how these might be improved.</p>

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<p>(xii) exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;</p> <p>(xiii) setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;</p> <p>(xiv) providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples;</p> <p>(l) are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) for pupils at stage 2 of the Code and above;</p> <p>(m) ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;</p> <p>(n) evaluate their own teaching critically and use this to improve their effectiveness.</p>	<p>See above</p> <p><u>CS sessions</u> IT and SEN</p> <p><u>CS sessions</u> Lesson planning 1</p>	

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<p>ST3 Monitoring, Assessment, Recording, Reporting and Accountability</p> <p>For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:</p> <p>(a) assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;</p> <p>(b) mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;</p> <p>(c) assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:</p> <p>(i) check that pupils have understood and completed the work set;</p> <p>(ii) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;</p> <p>(iii) inform planning;</p>	<p><u>CS sessions</u> Lesson planning 3 Assessment and Marking in IT Using ICT to assess pupils Issues in assessing IT at KS3 Issues in assessing IT at KS4 Issues in assessing 'A' level IT</p> <p>Marking and giving feedback on pupils work; discussing this with mentors; and attending parent's evenings</p> <p><u>K6 MARRA</u></p>	<p><u>PTE files</u> Containing lesson plans which: Give evidence of the use of a variety of appropriate assessment methods; Have used this evidence as part of the process of lesson planning; Are linked to lesson evaluations of pupil learning and the methods used for its assessment; Record that appropriate homework was set.</p> <p><u>Marking</u> Evidence of marking pupils work at KS3, KS4 and +16 in accordance with the school's marking policy; Evidence of marking pupils work at KS3 with respect to NC levels; at KS4 and +16 with respect to exam board criteria A record of the marks kept either in a mark book or elsewhere</p>

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(iv) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;	Attending Parents' evenings and writing reports	<u>ARF</u> Containing:
(d) are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;	Working with mentors and host teachers to mark and moderate pupils' work at KS3	Observation reports with evidence of effective use of a variety of assessment methods for formative and summative purposes.
(e) where applicable, understand the expected demands of pupils in relation to each relevant level description or end of key stage description, and, in addition, for those on 11-16 or 18 and 14-19 courses, the demands of the syllabuses and course requirements for GCSE, other KS4 courses, and, where applicable, post-16 courses;	4 and 5 to exam board and school criteria	Records of meetings with Mentors in which issues of assessment are discussed; Evidence of target setting and review;
(f) where applicable, understand and know how to implement the assessment requirements of current qualifications for pupils aged 14-19;	Working with mentors and host teachers to mark and moderate pupils' work to NC levels and GCSE criteria and compare grades to exemplar materials	Record of attendance at parents' evenings and/or the writing of school reports; Reports from PTE schools 1 and 2 and responses to these.
(g) recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher;	<u>CS sessions</u>	<u>Assignment 1</u>
(h) understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;	Assessment and Marking in IT Using ICT to assess pupils	Which includes: Discussion of the variety of assessment techniques used in the lessons forming the basis of the assignment;
(i) use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.	Issues in assessing IT at KS3 Issues in assessing IT at KS4 Issues in assessing 'A' level IT Lesson planning 3	Examples of marked work and comments on this; Discussion of how this evidence was used to plan for pupils' progress.
		Examples of work assessed as being of 'A' level standard