

Primary PGCE & UG Core Placement Competencies Linked to Teachers' Standards 2021-22

PGCE Stages 1/2 and UG Levels 4/5 Assessment Reports are formative and used to mark Interim points of Assessment.

Trainees will require **targets for progression** at the end point assessment to support transition into employment and their Early Career.

Progression and recommendation for QTS

Decisions about Trainees' progression onto the next Stage or Level of training will take place at the panel once all the information from the Stage and Level has been reviewed.

Progress: the Trainee should be allowed to progress to the next Stage/Level, as long as the Mentor and Link Tutor feel the Trainee is on a trajectory to meet the standards **by the end of training**. A Trainee needs to be demonstrating they have met the majority of the Core Competencies at the end of each Stage or Level (see Assessment Report).

Progression will take the following route:

1. Progress without further action.
2. **Progress with a Support Plan:** the Trainee should be allowed to progress to the next Stage/Level but with a Support Plan in place in the first week or so of placement (this might occur if the Mentor and class teacher feel the Trainee has only just demonstrated they have met the core competencies).

Not progress: the Trainee will not progress to the next Stage/Level. This will occur if the Trainee is judged by the Mentor and Link Tutor not to have demonstrated they have met the core competencies.


Not Progress: the Trainee is deemed to have failed the placement, and the Panel will decide whether to offer a resit opportunity in the next academic year. In certain circumstances a Trainee may be offered an extended placement in order to meet the core competencies.

NB: All Trainees must be demonstrating a high level of professionalism throughout each placement in order to progress.


The Placement Competencies Tracker is designed to support Trainees by identifying Core Competencies relevant to the Stage/Level. These competencies relate closely to key aspects of the Core Content Framework for ITT and have been carefully sequenced to build professional competencies across the PGCE and UG programmes. Over Stage 3 and Level 6, the Placement Competencies have been sequenced to enable the Trainee to meet or exceed the Teachers' Standards by the end of the course.

The Mentor should review the Placement Competencies regularly and use them to support effective target setting in each Mentor meeting. There is also space for the Mentor, or the Trainee, to note key evidence against some of these competencies. This evidence will be helpful when completing the end of Stage/Level Assessment report.


DOMAIN: Planning

	Foundational Competencies Achieved at Stages 1/2 & Levels 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link	TS Matrix
Knowledge of how pupils learn and the role of memory in learning	Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks	Planning shows awareness of the importance of recall, breaking complex material into smaller chunks, sequencing, and modelling in effective learning	CCF2, CCF3, CCF4, CCF5	
Subject specific content knowledge	Appropriate subject knowledge is drawn on in planning lessons/tasks/sequences	Subject knowledge is generally accurate and applied appropriately in teaching	CCF2, CCF3	
Subject specific pedagogical knowledge	Tasks are planned to teach core content in the subject. A range of pedagogies are explored	Subject specific pedagogical knowledge is evident in planning	CCF2, CCF3	
Setting objectives and outcomes	Lesson objectives and outcomes are used to structure lessons/sequences and communicate thinking with mentors and host teachers	Lesson objectives and outcomes are coherent, appropriately challenging, and build logically to structure a lesson and/or a sequence of lessons	CCF1, CCF4, CCF5	
Identifying and managing potential misconceptions	Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils' prior knowledge	Common misconceptions and the prior knowledge of pupils/groups are noted in planning and lessons/sequences address these	CCF2	
Meeting curricular aims	Lesson and sequence planning fits with the intent of the schemes of work for the specific age phase	Lesson and sequence planning ensures pupils develop core knowledge and skills required by the overall curriculum plan. Sequences develop logically	CCF2, CCF 3	
Being clear about planned tasks and activities	Planned activities are described appropriately and broadly match the objectives for the lesson	Planned activities are clearly and concisely described. They are well chosen to develop or embed specific knowledge during a lesson or sequence of lessons	CCF4	
Selecting appropriate resources	Resources are chosen to support lesson activities. These might be pre-existing or self-created There is an awareness of statutory inclusion duties	Resources are well chosen and appropriate for the activities being undertaken Resources are appropriate for the needs of groups	CCF4	
Setting appropriate home learning	Out of class activities are set in line with school policies	Where appropriate: out of class activities prepare students for new learning, or consolidating existing learning and completion is monitored in line with school policies	CCF4	


DOMAIN: Classroom Practice (Teaching)

	Foundational Competencies Achieved at Stages 1/2 & Levels 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link	TS Matrix
Providing objectives or purpose to lessons	Purposes or objectives of lessons and/or tasks are explained to pupils	Purposes of lessons/sequences are linked to lesson tasks	CCF1, CCF2	
Explaining tasks	Tasks are explained	Tasks are explained clearly and links between tasks are signalled	CCF4	
Highlighting and reviewing key ideas	Key ideas are highlighted and/or reviewed	Appropriate key ideas are highlighted and/or reviewed at suitable points in a lesson or sequence of lessons	CCF2	
Structuring lessons well	Knowledge of basic lesson structures is shown: beginning with overviews; outlining content; drawing attention to and reviewing key ideas and giving time to practise or consolidate	Lessons are structured so that they flow logically through outlines, explanations, practice and consolidation as appropriate Time is used appropriately	CCF2, CCF4	
Explaining key content, ideas, concepts, or skills	Time is given to explaining core content, ideas, concepts, or skills	Teacher explanations are accurate and used at appropriate points. These active and build on pupils' prior knowledge	CCF4, CCF5	
Modelling tasks and responses	Modelling is being attempted and developed	Time is given to modelling core content, concepts, skills, or tasks Modelling used as appropriate to the subject area (eg Maths Mastery)	CCF3, CCF4	
Using tasks effectively	Tasks link to lesson/sequence objectives and develop, embed or consolidate knowledge	Tasks are well chosen to meet the objectives of a lesson and/or sequence of lessons They are organised to enable pupils to move from simpler to more complex tasks over time	CCF2, CCF4, CCF5	
Using appropriate resources	Resources are utilised to support learning linked to lesson/sequence objectives and have no major errors. These could be drawn from pre-existing resources or created from scratch	Resources are selected with care and are appropriate for the relevant lesson. These could be drawn from pre-existing resources or created from scratch	CCF4, CCF5	
In-class adaptation	Awareness of statutory duties in relation to pupils with specific needs	Consideration is given for the specific needs of groups / individuals during lessons	CCF5	


DOMAIN: Classroom Practice (Assessment)

	Foundational Competencies Achieved at Stages 1/2 & Levels 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link	TS Matrix
Raising different types of question at an appropriate difficulty level	Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning	Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class	CCF5, CCF6	
Dealing with student responses	Time is given for pupils to think about and respond to questions Correct answers are highlighted and effort is praised	Thinking time and selection techniques are deployed effectively to maximise student engagement Incorrect answers are noted when they arise	CCF5	
Monitoring pupils' understanding	Techniques are used to monitor student work during the lesson	Monitoring is used at key points to ensure pupils are aware of key points and ideas in the lesson/sequence of lessons	CCF2, CCF6	
Accuracy and use of in-class assessment	Pupils are offered feedback on their work or responses	Assessments of pupil understanding are broadly accurate. In-class monitoring impacts on teaching during lessons	CCF2, CCF6	

DOMAIN: Classroom Practice (Behaviour Management)

	Foundational Competencies Achieved at Stages 1/2 & Levels 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link	TS Matrix
Establishing appropriate relationships	Time is given to establishing a purposeful classroom environment – setting boundaries and reinforcing rules	Appropriate routines are in place to establish appropriate relationships at the start of lessons, during teacher talk, during tasks and at the end of lessons	CCF2, CCF7	
Establishing on-task behaviour	Rules for engaging with lessons elements are explained to pupils as appropriate. Attempts are made to control off-task behaviours	Specific strategies are used to good effect to maintain on-task behaviour during lessons elements	CCF1, CCF7	
Managing transitions	Transitions between lesson elements are signalled and attempts are made to manage these	Transitions between lesson elements are managed effectively to reduce disruptions	CCF4	
Dealing with disorder	Disruptions and/or breaches of rules are responded to	School systems are used to respond to major and minor disorder appropriately, encouraging a respect of boundaries	CCF7	

DOMAIN: Professionalism

	Foundational Competencies Achieved at Stages 1/2 & Levels 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link	TS Matrix
Professional learning	<p>Work is undertaken to fill gaps in curriculum knowledge</p> <p>Active part is taken in professional learning communities eg departmental or PGCE discussions</p> <p>Time is dedicated to preparing for professional discussions</p>	<p>Knowledge relevant to subject curriculum and exam schemes is actively developed</p> <p>Trainee can engage proactively in professional discussion and dialogue about curriculum, pedagogy and assessment in their subject</p>	CCF3, CCF8, PPC	
Reflecting & Responding	<p>Appropriate time is spent reflecting on development, including evaluating taught lessons</p> <p>Advice is received and acted upon</p>	<p>Regular reflections on lessons focus on pupil learning</p> <p>There is evidence of proactivity in seeking and responding to advice</p>	CCF8	
Record keeping	<p>Records of marking are kept</p>	<p>Records are kept accurately and in line with school policies</p>	CCF2, CCF6, CCF8, PPC	
Being part of the school community	<p>Pastoral aspects of the school are supported as required</p>	<p>A contribution is made to the wider school community through appropriate activities (eg Leading an assembly, supporting a club)</p>	CCF8, PPC	
Communication	<p>Communication with other adults, including host teachers and/or support staff is timely and effective</p>	<p>Communication with parents is undertaken in line with school policies (eg Parents' evenings / reporting)</p>	CCF8, PPC	
Professionalism	<p>Professional standards and school expectations of staff conduct are maintained in line with PPC and school codes of conduct</p> <p>High standards of attendance and punctuality are maintained across the course</p>	<p>As before</p>	CCF1, CCF8, PPC	

Placement Competencies and Teachers' Standards Matrix (end of programme)

	Domain of PLANNING									Domain of PROFESSIONALISM					
	Knowledge of how pupils learn and the role of memory in learning	Subject specific content knowledge	Subject specific pedagogical knowledge	Setting objectives and outcomes	Identifying and managing potential misconceptions	Meeting curricular aims	Being clear about planned tasks and activities	Selecting appropriate resources	Setting appropriate home learning	Professional learning	Reflecting & Responding	Record keeping	Being part of the school community	Communication	Professionalism
TS1		*		*			*		*		*		*		*
TS2			*		*	*					*				
TS3	*	*	*			*		*		*					
TS4	*			*	*		*	*	*						
TS5	*			*				*	*						
TS6					*	*					*				
TS7															
TS8									*	*		*	*	*	*
PPC									*	*	*	*	*	*	*

	Domain of TEACHING									Domain of ASSESSMENT				Domain of BEHAVIOUR			
	Providing objectives or purpose to lessons	Explaining tasks	Highlighting and reviewing key ideas	Structuring lessons well	Explaining key content, ideas, concepts, or skills	Modelling tasks and responses	Using tasks effectively	Using appropriate resources	In-class adaptation	Raising different types of question at an appropriate difficulty	Dealing with student responses	Monitoring pupils' understanding	Accuracy and use of in-class assessment	Establishing appropriate relationships	Establishing on-task behaviour	Managing transitions	Dealing with disorder
TS1	*	*				*			*					*			*
TS2	*		*	*			*	*		*	*	*	*	*	*		
TS3			*		*	*											
TS4	*	*		*		*	*	*								*	
TS5			*		*		*	*	*	*	*						
TS6									*	*	*	*					
TS7		*		*									*	*	*	*	*
TS8													*	*			*
PPC													*	*			*