Assessment Toolkit for Early Years Teacher Status
Teachers’ Standards (Early Years): Grade Descriptors

This guidance document is intended to:

- promote a shared understanding of the expectations for trainees and for the impact of their teaching on children’s learning, development and progress over time;
- secure the accuracy and consistency of judgements;
- support the effective tracking of trainees’ progress against the Teachers’ Standards (Early Years);
- promote a shared language for discussing the progress and professional development of trainees;
- promote the need for challenging short and longer term developmental target setting linked to the identification of the trainees’ training needs.

Adapted from NASBTT Training and Assessment Toolkit

The National Association of School-Based Teacher Trainers
Mission Statement

Bishop Grosseteste University is committed to being a leader in learning, to inspire excellence, and to enrich the lives of its students and staff and the communities it serves.

The School of Teacher Development has learners and learning at its heart.

OUR VISION: Becoming excellent

- We value creativity, research and reflective practice that impacts on local, regional and wider educational communities.
- We develop excellent teachers who are committed to making a positive contribution to children’s achievement, aspirations and opportunities, from the very start of their training.
- We seek to broaden the horizons of the children and young people within and beyond our partnership region.
- We pride ourselves on our heritage as a member of the cathedral universities group, and the caring ethos which enables our vision to be realised.

The Early Years programme was established with the specialised vision of: Training Early Years Teachers who make a difference for young children and their families, establishing ‘Foundations for Quality’ (DFE: 2012). This ethos continues to be the inspiration behind continual improvement of the PGCE Early Years (0-5) EYTS Programme in the initial year.

Preparing outstanding teachers through;

- inspiring training in tailored school and Early Years’ settings partnerships,
- developing a focused understanding on early development and learning to ensure young children’s progress
- developing professional expertise to lead best practice within the Early Years sector.
From observation to reporting

The diagram below sets out the process of assessing and supporting trainees’ progress from observation through intervention to reporting. The main features are the observation of lessons, considering the full range of evidence and the impact of trainees’ teaching on children’s learning, development and progress over time, weekly meetings and the training plan building up to interim and summative reports. Trainees, Setting Based Mentors and University Based Mentors all have significant roles.

**Observation(s) with the full range of evidence.**

- Identify and celebrate the trainee’s successes and any issues related to well-being.
- Identify evidence of children’s progress over time. (Discussion/meeting)
- What difference has the teaching made? Why? (Discussion/meeting)
- Identify areas of strength and areas for development for the trainee. (Discussion/meeting)
- Map strengths and areas for development to the Teachers’ Standards (Early Years) and the grade descriptors. (Weekly meeting; Trainee and Setting Based Mentor)
- Review and identify short and longer term targets. (Trainee and Setting Based Mentor)
- Identify related weekly training and actions. (Trainee and Setting Based Mentor)
- Log the training and its impact each week. (Trainee, checked by the Setting Based Mentor and University Based Mentor)
- Over each term, trainee provides analysed evidence of his/her progress against the Teachers’ Standards (Early Years), supported by the Setting Based Mentor and University Based Mentor
- Directly informs grades against the Teachers’ Standards (Early Years) and interim/summative reports. (Trainee, Setting Based mentor and University Based Mentor)
Overall annual assessment process ‘at a glance’

**Weekly**

**Formal weekly meeting: observation(s), progress review, assessment and target setting**

Weekly observation(s) and regular reviews of children’s learning, with evidence from the trainee, are used to review and assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil learning and progress. The full range of evidence is considered, including observing children, children’s work books and the trainee’s marking, trainee’s files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee needs to provide evidence of his/her progress and of children’s progress over time. The impact of training on the trainee’s teaching is identified.

Grade descriptors for the Standards and the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week. These are used by the trainee and school based mentor to set and review short term targets for development on a weekly basis. Longer term targets are reviewed and related actions agreed.

Feedback should take place as soon after an observation as possible. A weekly mentor meeting is completed.

Any cause for concern issues are raised with the university based mentor.

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**Interim review points (3 across the training period)**

Half-termly/mid-point in placement or equivalent, supplementing the weekly mentor meeting. Joint observation of and meeting with the trainee by the setting based mentor and university based mentor.

Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. The trainee self-assesses and provides evidence of his/her progress against the Standards and of children’s progress over time.

**Review points (3 across the training period)**

At each review point, a summative report is written by the setting based mentor, in agreement with the university based mentor and trainee. The trainee’s progress using the grade descriptors is agreed as is the trainee’s achievement against each Standard. Key aspects of the trainee’s learning and achievement are identified in relation to each standard as defined by children’s learning and progress over time. Longer term targets are agreed.

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**Final summative report**

Summative reports written setting out the trainee’s final attainment against the Standards, the final overall attainment, the impact on children’s learning and progress over time, the impact of training and strengths and targets for the induction period as an FEYT.

This information is captured within the final reference and the Career Entry Passport (CEP) transfer documentation which will be forwarded to the employing setting by the University.
Indicative Trainee Profile

By the end of the first formal (summative) review point, in the age phase they have taught:

- it is anticipated that all trainees will meet the minimum level of practice expected;
- for any trainees struggling to meet the minimum level at this stage, consideration should be given as to whether they need to be placed on a personal support plan / cause for concern at this stage or whether there is Setting Based Mentor/University Based Mentor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
- a significant number of trainees will ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is not yet good and the impact on child learning and progress is not as expected This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for some trainees, much of their teaching over time is good; some is outstanding; the children they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for a small number of trainees, teaching over time is outstanding and never less than consistently good; the children they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the end of the second formal (summative) review point, in the age phase they have taught:

- it is expected that all trainees will meet the minimum level of practice expected;
- if any trainees are still struggling to meet the minimum level, they should be placed on a personal support plan / cause for concern if this has not already been actioned;
- a small number of trainees may ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is not yet good and the impact on child learning and progress is not always as expected Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for the majority of trainees, much of their teaching over time is good; some is outstanding; the children they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for the remainder of trainees, teaching over time is outstanding and never less than consistently good; the children they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.
Indicative Trainee Profile (cont...)

By the end of the programme (final summative assessment):

- all trainees will meet the minimum level of practice expected in order to be recommended for Early Years Teacher Status (EYTS);
- none of the trainees should ‘Require improvement’. In the exception, intensive and targeted advice and support will be provided to move their teaching to good, including, as appropriate, extending the placement and/or into the initial employment year as required;
- for some trainees, much of their teaching over time is good; some is outstanding; the children they teach make at least expected progress over time; they will have agreed targets to take into their initial employment year which will be forwarded to the employing setting;
- for the majority of trainees, teaching over time is outstanding and never less than consistently good; the children they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the initial employment year will be forwarded to the employing school or setting. The Bishop Grosseteste University Teacher Development Partnership will offer ongoing support as appropriate to the context of the trainee’s NQT year.
Grading Rationale

Outstanding (1)
All PGCE Early Years trainees awarded EYTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards (Early Years) by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching and provision over time is outstanding and never less than consistently good.

For a trainee’s final grading to be 1:
- children’s learning and progress over time must be good or better than expected;
- a minimum of five Standards graded 1 overall
  
or
  four Standards graded 1 overall but many features of other Standards also graded 1 (utilising assessment against the sub-headings);
- all other Standards graded 2 (utilising assessment against the sub-headings);
- no grade 3 or 4 for any Standard.

Good (2)
All PGCE Early Years trainees awarded EYTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards (Early Years) by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching and provision over time is good; some is outstanding.

For a trainee’s final grading to be 2:*
- children’s learning and progress over time must be at least as expected;
- at least five Standards graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- no grade 4 for any Standard.
* Careful consideration must be given where all of their teaching is grade 2 but has few/no grade 1 aspects; they are likely to be grade 2 overall.
The final judgement should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of any grade 3 and grade 1 aspects.
Grading Rationale (cont...)

Requires improvement (3)

*All PGCE Early Years trainees awarded EYTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards (Early Years) by the end of their training. The quality of trainees’ teaching and provision over time requires improvement as it is not yet good.*

For a trainee’s final grading to be 3:
- children’s learning and progress over time is not always as expected
- most Standards graded 3 overall;
- no grade 4 for any Standard.

A trainee can be judged to have *exceeded the minimum* if he/she has evidenced features of good practice in some aspects of the Standards and has no grade 4s.

Any trainee in this category (grade 3) needs to be viewed as a cause for concern as early as possible. As soon as a potential grade 3 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. The intervention to secure progress to grade 2 (good) may continue beyond the end of the initial training programme and into the FEYT year. Additional moderation and rigorous documentation are essential.

Inadequate (4)

*Trainees* fail to meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards (Early Years) by the end of their training. The quality of trainees’ teaching and provision over time is weak, such that it contributes to child’s/learner’s or groups of children’s/learners’ making inadequate progress.

As soon as a potential grade 4 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed as part of the BG Partnership’s cause for concern procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. Additional moderation and rigorous documentation are essential.

Reminder: the trainee must not be awarded EYTS.
## Standard 1

Set high expectations which inspire, motivate and challenge all children.

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>Outstanding (1): Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</th>
<th>Good (2): Much of the quality of trainees’ teaching over time is good; some is outstanding.</th>
<th>Requires improvement (3): Meeting the Standard: The quality of trainees’ teaching over time requires improvement as it is not yet good.</th>
<th>Inadequate (4): Trainees fail to meet the minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Establishes and sustains a safe and stimulating environment where children feel confident and are able to learn and develop</td>
<td>Creates a safe, stimulating and purposeful contexts for learning in which children’s contributions are valued and extended and in which their thinking is challenged. This includes indoor, outdoor and beyond the setting learning and is of a consistently high standard. All children are supported and secure and are eager to learn.</td>
<td>Creates safe, stimulating and purposeful environments which act as a catalyst to children’s learning. This includes indoor and outdoor learning. Many children are stimulated and eager to learn.</td>
<td>Establishes and sustains a safe and stimulating environment where children feel confident and are able to learn and develop.</td>
<td>Is not demonstrating the ability to establish and sustain a safe and stimulating environment. Any breaches of the statutory requirements for learning and development do not have a significant impact on children’s learning and development.</td>
</tr>
<tr>
<td>1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.</td>
<td>Intuitively sets goals that stretch and challenge children of all backgrounds, abilities and dispositions in a range of contexts. Flexibly responds to children’s learning and development to enable progress.</td>
<td>Confidently sets goals that stretch and challenge children of all backgrounds, abilities and dispositions.</td>
<td>Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.</td>
<td>Not yet setting goals that stretch and challenge children of all backgrounds, abilities and dispositions.</td>
</tr>
<tr>
<td>1.3 Demonstrates and models the positive values, attitudes and behaviours expected of children.</td>
<td>Develops effective strategies for ensuring appropriate positive values, attitudes and behaviours expected of children are consistently modelled by practitioners within the place of training.</td>
<td>Demonstrates and models the positive values, attitudes and behaviours expected of children appropriate to their age and stage.</td>
<td>Demonstrates and models the positive values, attitudes and behaviours expected of children.</td>
<td>Demonstrates an inconsistent ability to demonstrate and model the positive values, attitudes and behaviours expected of children.</td>
</tr>
</tbody>
</table>
Examples of Evidence for Standard 1 (Evidence may be cross referenced across the standards)

Planning documents:
- Where appropriate planning includes risk assessment, checklists
- Resources planned to engage and stimulate
- Activities are planned and are relevant to the children
- Planning that demonstrates differentiation for the children's needs, setting goals and challenging their development and learning

Reflective Documents:
- Activity observations reflecting on learning environment
- Trainee evaluations of group management and behaviour strategies
- Evaluations differentiate between children

Observations:
- Health and safety risks communicated to the children
- Children aware of purpose of the activity/learning opportunity
- Communicate high expectations as appropriate to groups of children and individual children
- Professional behaviour and role modelling
- Demonstrate enthusiasm for a range of creative learning opportunities
- Challenge inappropriate behaviour and comments demonstrating anti-biased and anti-discriminatory practice
- Peer observations or mentor or practitioner observations of your practice

Audits:
- Evidence of carrying out audits, such as, environmental and inclusive audits, ECERS, ITERS with action plans and evidence of creating change or developing practice
- Action plans of input to the physical environment e.g. displays, resourced areas

Children's assessment records:
- Evidence of progress over time for individuals
- Set goals and next steps from children's Early Years Development Journals

Other sources
- Observations of practice across the age ranges – babies, toddlers and young children
- Carryout a visit or visits in the surrounding community to extend the children’s learning
- Evidence of engagement with specialist staff (e.g. SENCO, LSA, EAL teachers)
- Development of resources to support the indicators, such as, welcome posters, different languages on signs, visual clues, self-registration
- Comments / verification statements from form tutor/class teacher/mentor/LSAs/professional tutor/link tutor
- Assignments
- Mentor Meetings
<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Promote good progress and outcomes by children.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Accountable for children’s progress, attainment and outcomes.</td>
<td>Assumes a high level of responsibility for the attainment, progress and outcomes of babies and children and offer leadership to practitioners.</td>
</tr>
<tr>
<td><strong>2.2</strong> Demonstrate knowledge and understanding of how babies and children learn and develop.</td>
<td>Demonstrates a detailed knowledge and understanding of how babies and children learn and develop in practice and personal learning.</td>
</tr>
<tr>
<td><strong>2.3</strong> Know and understand attachment theories, their significance and how effectively to promote secure attachments.</td>
<td>Has a secure knowledge and understanding of attachment theories and their significance. Lead and support others in secure attachments.</td>
</tr>
<tr>
<td><strong>2.4</strong> Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.</td>
<td>Has an in-depth understanding of how to implement a range of effective strategies to develop and extend children’s learning and thinking consistently, including sustained, shared thinking from birth onwards.</td>
</tr>
<tr>
<td><strong>2.5</strong> Develop children’s confidence, social and communication skills through group learning.</td>
<td>Has a in-depth and insightful understanding of ways to develop children’s confidence, social and communication skills through group learning.</td>
</tr>
<tr>
<td><strong>2.6</strong> Understand the important influence of parents and/or carers, working in partnership with them to support the child’s wellbeing, learning and development.</td>
<td>Has a confident and reflective understanding of the important influence of parents and/or carers.</td>
</tr>
</tbody>
</table>
Examples of Evidence for Standard 2 (Evidence may be cross referenced across the standards)

Planning documents
- Assessment and observational data used to inform subsequent planning
- Planning shows clear introduction and development of ideas
- Link learning sequences to scaffold early years' development journals within sessions and sequence of sessions incorporating EYFS, parental involvement, next steps.
- Session planning takes account of wider objectives, e.g. social and personal skills
- Session plans promote independent and collaborative working
- Lead session plans that demonstrate the use of open questions to support SST

Reflective Documents
- Evaluations build on assessment data
- Awareness of social and emotional factors & cultural and linguistic factors
- Observations notes
- Session observations demonstrating clear introduction and development of ideas
- Questioning builds on answers given and children are asked to explain their thinking and reflect on their learning
- Effective use of plenary activities to reflect on learning
- On policies, such as, the Key Person approach and how attachment theories underpin the settling-in policies and procedures

Observations
- Observations of children, planning for their next steps in development and learning
- Peer observations or mentor or practitioner observations of your practice, such as, sensitive communication and ‘tuning into’ babies, toddlers and young children or demonstrate SST

Children’s assessment records
- Monitoring and assessment records of child progress
- Assessment is undertaken regularly
- Record-keeping is up to date
- Contributing to children’s Early Years Development Journals
- Feedback given to children, transcript of conversations with child/group of children

Other sources
- Consider using an educational programme during circle time, such as, PALS or ECAT or letters and sounds or ICAN or SEAL or SEAD
- Carry out a case study on a child on the role of Key Person or how you build relationships/partnerships with parents
- Reports from SENCO
- Assignments

Reflective Log
<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Outstanding (1): Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</th>
<th>Good (2): Much of the quality of trainees’ teaching over time is good; some is outstanding.</th>
<th>Requires improvement (3): Meeting the Standard: The quality of trainees’ teaching over time requires improvement as it is not yet good.</th>
<th>Inadequate (4): Trainees fail to meet the minimum</th>
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<tbody>
<tr>
<td><strong>Demonstrate good knowledge of early learning and EYFS.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.</td>
<td>Has a consistent and critical knowledge of early childhood development and how that leads to successful learning and development at school.</td>
<td>Students have a secure and deep knowledge of early childhood development and how that leads to successful learning and development at school.</td>
<td>Has a secure knowledge of early childhood development and how that leads to successful learning and development at school.</td>
<td>Trainees have an emerging knowledge of early childhood development, 0-3years and 3-5years and how that leads to successful learning and development at school.</td>
</tr>
<tr>
<td><strong>3.2</strong> Demonstrate a clear understanding of how to widen children’s experience and raise their expectations.</td>
<td>Demonstrates a consistent and critical understanding of how to widen children’s experience and raise their expectations.</td>
<td>Demonstrates a clear and deep understanding of how to widen children’s experience and raise their expectations.</td>
<td>Demonstrates a clear understanding of how to widen children’s experience and raise their expectations.</td>
<td>Demonstrates some understanding of how to widen children’s experience and raise their expectations.</td>
</tr>
<tr>
<td><strong>3.3</strong> Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</td>
<td>Demonstrates a consistent and critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</td>
<td>Demonstrates a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2, much of the time.</td>
<td>Demonstrates a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</td>
<td>Is unable to demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</td>
</tr>
<tr>
<td><strong>3.4</strong> Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.</td>
<td>Demonstrates a consistent and critical understanding of systematic synthetic phonics in the teaching of early reading.</td>
<td>Demonstrates a critical understanding of systematic synthetic phonics in the teaching of early reading.</td>
<td>Is unable to demonstrate knowledge and understanding of the principles and practices of teaching and assessing early mathematics, including the use of systematic synthetic phonics, to be able to apply this effectively across the age phases.</td>
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</tr>
<tr>
<td><strong>3.5</strong> Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.</td>
<td>Demonstrates a consistent understanding of appropriate strategies in the teaching of early mathematics.</td>
<td>Demonstrates a clear understanding of appropriate strategies in the teaching of early mathematics.</td>
<td>Is unable to demonstrate knowledge and understanding of the principles and practices of teaching and assessing early mathematics, including the use of appropriate strategies to be able to apply this effectively across the age phases.</td>
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</table>

**Trainee:**

3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.

3.2 Demonstrates a clear understanding of how to widen children’s experience and raise their expectations.

3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.

3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.

3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.
### Examples of Evidence 3 (Evidence may be cross referenced across the standards)

#### Planning documents
- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles of the Early Years Foundation Stage and how this can be used to support children’s learning and development identifying how the skills achieved link to next steps and school readiness
- Session plans, schemes of work and resources provide examples of a trainees’ ability to design opportunities for learners to develop the key aspects of learning and development both Prime and Specific Areas and Aspects particularly demonstrating appropriate strategies in the teaching of early mathematics and strategies used to support the development of systematic synthetic phonics in the teaching of early reading
- Planning demonstrates taking into account children’s needs and interests

#### Reflective Documents
- Actively seeks ways of improving their practice including through wider reading and application
- Make links between the EYFS, National Curriculum and the educational continuum (use Key Stage 1 experience to support this). For example how early literacy activities, such as, activities found in phase 1 of ‘Letters and Sounds’ can support the development of systematic synthetic phonics and how this is then developed within schools.
- Reflection on how to raise children’s expectations and widen children’s experiences
- Reflection on the Statutory and Non-Statutory EYFS guidance

#### Observations
- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles of the Early Years Foundation Stage and how this can be used to support children’s learning and development identifying how the skills achieved link to next steps and school readiness
- Using Prime and Specific areas of development

#### Children’s assessment records
- Assessment incorporates language & literacy learning
- Contributing to children’s Early Years Development Journals
- Complete a Two year progress check
- Early Years Foundation Stage Profile

#### Other sources
- Assignments and tasks demonstrate critical evaluation of aspects of the EYFS and children’s learning as well as deep evaluation of their own work
- Plan an educational visit for a group of children that links to the EYFS
- Audit on the EYFS Statutory guidance
- Research
- Observation of colleagues demonstrating good subject and pedagogical knowledge across the age groups
- Children’ work demonstrating secure subject knowledge
- Session/practice evaluations
- Mentor Meeting logs
- Assignments
- Reflective Log
<table>
<thead>
<tr>
<th>Standard 4</th>
<th><strong>Plan education and care taking account of the needs of all children.</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>4.1</strong></td>
<td>Observe and assess children’s development and learning, using this to plan next steps.</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of the children.</td>
</tr>
<tr>
<td><strong>4.3</strong></td>
<td>Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.</td>
</tr>
<tr>
<td><strong>4.4</strong></td>
<td>Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of the children.</td>
</tr>
<tr>
<td><strong>4.5</strong></td>
<td>Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.</td>
</tr>
</tbody>
</table>
Examples of Evidence 4 (Evidence may be cross referenced across the standards)

Planning documents
- Sets challenging objectives based on prior evaluations, observations and next steps
- Session plans show increasingly varied approach to assessment, differentiation and group work
- Design sessions that build on children’s interests
- Take account of the role of parents and carers in supporting children’s continued learning
- Session planning demonstrates secure knowledge and understanding of teaching requirements from the EYFS
- Demonstrate how your planning provides for a balanced and flexible provision
- Annotation of activity plans / Use planning to demonstrate different approaches to teaching, such as, adult-led, child initiated, child-led, spontaneous and group learning

Reflective Documents
- Evaluate practice based on guidance from others
- Evaluate sessions consistently with colleagues’ judgments
- Reflect upon the use of an educational programme during circle time, such as, PALS or ECAT or letters and sounds or ICAN or SEAL or SEAD
- Actively seeks ways of improving practice
- Demonstrate that evaluation leads to improvements in session planning and classroom practice
- How a balanced and flexible activities and education support children’s needs
- Demonstrate how you can promote a love of learning and stimulate children’s intellectual curiosity
- Demonstrate how Early Years Teachers can lead and support other practitioners in the development of different observational techniques;

Observations
- Demonstrate a range of appropriate observational techniques to inform and assess the children’s development and learning
- Demonstrate enthusiasm for a range of creative learning opportunities
- Children’s assessment records
- Demonstrate how observation and planning informs the assessment process
- Contributing to children’s Early Years Development Journals
- Give appropriate feedback to the children of what they have achieved (We Are Learning To and What I’m Looking For)

Other sources
- Demonstrate how you work in partnership with parents in giving and receiving feedback to support children’s development and interests
- Consider using an educational programme during circle time, such as, PALS or ECAT or letters and sounds or ICAN or SEAL or SEAD
- Resources prepared and used as planned
- Observations from class teacher, mentor, link tutor
- Weekly mentor meeting logs
- Notes of parent meetings
- Reflective Log
<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Outstanding (1): Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</th>
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</tr>
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<tbody>
<tr>
<td>5.1</td>
<td>Have a secure understanding of how a range of factors can inhibit children’s learning and development and how best to address these.</td>
<td>Has a consistent and critical knowledge and understanding of how a range of factors can inhibit children’s learning and development and how best to address these.</td>
<td>Has a good knowledge and understanding of how a range of factors can inhibit children’s learning and development and how best to address these.</td>
<td>Has a developing understanding of how a range of factors can inhibit children’s learning and development and suggests some strategies to address these.</td>
</tr>
<tr>
<td>5.2</td>
<td>Demonstrates an awareness of the physical, emotional, social and intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.</td>
<td>Demonstrates a consistent and critical understanding of the stages of physical, emotional, social and intellectual development and communication needs of babies and children, and know how to consistently adapt education and care to support children at different stages of development.</td>
<td>Demonstrates good knowledge and understanding of the physical, emotional, social and intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.</td>
<td>Unable to demonstrate an awareness of the physical, emotional, social and intellectual development and communication needs of babies and children.</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrates a clear understanding of the needs of all children, including those with Special Educational Needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</td>
<td>Demonstrates a consistent and critical understanding of the needs of all children, including those with Special Educational Needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</td>
<td>Demonstrates a good understanding of the needs of all children, including those with Special Educational Needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</td>
<td>Unable to demonstrate an understanding of the needs of all children, including those with Special Educational Needs and disabilities, is yet unable to recognise and use some distinctive approaches to engage and support them.</td>
</tr>
<tr>
<td>5.4</td>
<td>Support children through a range of transitions.</td>
<td>Supports children through a range of transitions and be able to apply a range of strategies to develop practice within the setting.</td>
<td>Supports children through a range of transitions and be able to apply a range of strategies to their practice.</td>
<td>Is beginning to have an awareness of how to support children through a range of transitions.</td>
</tr>
<tr>
<td>5.5</td>
<td>Know when a child is in need of additional support and how this can be accessed; working in partnership with parents.</td>
<td>Consistently knows when a child is in need of additional support and take action to work in partnership with parents and/or carers and other professionals.</td>
<td>Is able to identify when a child is in need of additional support and know how this can be accessed, working in partnership with parents and/or carers and other professionals.</td>
<td>Is beginning to recognise when a child is in need of additional support and how this can be accessed. Starting to work in partnership with parents and/or carers and other professionals.</td>
</tr>
</tbody>
</table>
and/or carers and other professionals.

<table>
<thead>
<tr>
<th>Examples of Evidence 5 (Evidence may be cross referenced across the standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning documents</strong></td>
</tr>
<tr>
<td>• Identify children’s needs including SEN, academically able, EAL, average and spread of prior attainment differentiated objectives</td>
</tr>
<tr>
<td>• Planning sets challenging learning objectives based on assessment of learning from observations, Education, Health and Care (EHC) plans and from previous sessions</td>
</tr>
<tr>
<td>• Select, prepare and use differentiated resources</td>
</tr>
<tr>
<td>• Select resources, examples, analogies which promote inclusion e.g. cultures/gender</td>
</tr>
<tr>
<td><strong>Reflective Documents</strong></td>
</tr>
<tr>
<td>• Evaluations of strategies used and targets for progress and developing learning</td>
</tr>
<tr>
<td>• Reflect upon the factor that might inhibit children’s development and develop strategies as how to best address them, for example, divorce, bereavement, disability, parental addiction, abuse and birth of a sibling</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>• Engaging and retaining the active participation of children</td>
</tr>
<tr>
<td>• Managing children’s groups to support inclusion</td>
</tr>
<tr>
<td>• Support individuals who are struggling and need support</td>
</tr>
<tr>
<td>• Extend and challenge high attaining children</td>
</tr>
<tr>
<td><strong>Children’s assessment records</strong></td>
</tr>
<tr>
<td>• References to children’s individual learning plans, targets and records of progress</td>
</tr>
<tr>
<td>• Contributing to children’s EHC plans, Early Years Development Journals, IEP,</td>
</tr>
<tr>
<td><strong>Other sources</strong></td>
</tr>
<tr>
<td>• Demonstrate how you can support children through both vertical and horizontal transitions. You could link vertical transitions to settling in process, changing rooms or moving to a new setting or home</td>
</tr>
<tr>
<td>• Evidence of carrying out audits, such as, environmental and inclusive audits, to demonstrate how you can develop and improve the environment to be more inclusive and meet the needs of all children</td>
</tr>
<tr>
<td>• Demonstrate working with the settings SENCo, Key Person and/or other professionals to provide additional support to children and their families. Demonstrating a clear understanding of making provision and strategies to meet children’s needs</td>
</tr>
<tr>
<td>• Engage in a range of effective communication that builds relationships with parents – parent meetings</td>
</tr>
<tr>
<td>• Written assignments</td>
</tr>
<tr>
<td>• Discussions with mentor in weekly meeting</td>
</tr>
<tr>
<td>• Reflective Log</td>
</tr>
<tr>
<td>Standard 6</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Trainee:</td>
</tr>
<tr>
<td>6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements.</td>
</tr>
<tr>
<td>6.2 Engage effectively with parents and/or carers and other professionals in the ongoing assessment and provision for each child.</td>
</tr>
<tr>
<td>6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.</td>
</tr>
</tbody>
</table>
### Examples of Evidence 6 (Evidence may be cross referenced across the standards)

**Planning documents**
- Demonstrate how the assessment process is used within the planning process, (Links to the planning’s Objectives and How we will know we are learning- links to the Assessment of these Objectives)
- Assess prior knowledge to inform planning of a new topic
- Plans for use of summative assessment e.g. written assessment, use of past Two Year Progress Check and Early Years Foundation Stage Profile (EYFSP)
- Plans to use appropriate Assessment for Learning (AFL) strategies e.g. traffic lights, whiteboards, open and closed questions, peer and self-assessment, concept maps
- Demonstrate group tracking and how this is used to plan the environment to meet the children’s needs and next steps

**Reflective Documents**
- Data is critically evaluated and informs reflections, use of data/assessment discussions with assessment coordinator
- Awareness of how the school/setting uses statistical information and how this relates to the national picture
- Reflect upon the Statutory Assessment process of Two Year Progress Check and Early Years Foundation Stage Profile/Baseline and SATS in informing government initiatives and agendas through the Standards Testing Agency (STA)
- Reflect upon how the on-going cycle of observation, assessment, planning and next steps helps inform practice and support the child
- Reflect upon the layout and structure of the two year progress check, consider how informed and varied observational techniques need to be part of the continual process to be able to collate into a format for summative assessment.
- How can Early Years Teachers lead and support other practitioners in their knowledge, understanding and completion of assessment, the two year progress check and the Early Years Foundation Stage Profile? What value is there in using different assessment to inform practice? How can the children be part of the assessment process? How do the viewpoints of other stakeholders vary in regards to their experiences and perspectives of the assessment process?

**Observations**
- Use a range of observational techniques to support the assessment process
- Teach skills & terminology required for formal, formative and summative assessment
- Uses question and answer techniques to gauge learning

**Children’s assessment records**
- Contributing to children’s Statutory assessment, such as, Two Year Progress Check and Early Years Foundation Stage Profile and how you can work with parents to achieve this
- Contribute to the formative assessment process of the children’s Early Years Development Journals
- Involvement in ECH, IEPs

**Other sources**
- Identify the different ways and techniques used by settings to assess children
- Session plans – specific reference to assessment
- Session evaluations
- Inset / staff training
- Parent meetings

<table>
<thead>
<tr>
<th>Trainee has knowledge and copies of criteria</th>
<th>Session observations by class teacher, mentor, link tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with other professionals</td>
<td>Reflective Log</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Outstanding (1): Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Safeguard and promote the welfare of children, and provide a safe learning environment.</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.</td>
<td>Actively and effectively responds to issues around health and safety, safeguarding and promoting the welfare of the child.</td>
</tr>
<tr>
<td>7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.</td>
<td>Consistently promotes individualised approaches to children’s health and safety, in partnership with families and professionals. Create a safe and secure learning environment which demonstrates accelerated outcomes for children.</td>
</tr>
<tr>
<td>7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.</td>
<td>Shows evidence of working closely with the lead person for child protection and other professionals in developing policy and practice in relation to child protection. Reflected in the effective implementation of child protection approaches.</td>
</tr>
</tbody>
</table>
Examples of Evidence 7 (Evidence may be cross referenced across the standards)

Planning documents
- That demonstrate evidence of statutory legislation and welfare requirements being addressed
- That demonstrates how health and safety is being checked and monitored

Reflective Documents
- Reflect and review setting policies and procedures relating to child protection, safeguarding and health and safety and how these adhere to specific legislation
- Consultation with colleagues e.g. SENCo, Child Protection Officer, Social Worker, LADO
- Reflection on roles and responsibilities as policies and procedure our own
- Respect for the rights of children, families and colleagues
- Maintenance of confidentiality including management of disclose of abuse
- Recognition of the voice of the child

Observations
- How the observational, record and reporting process works

Children’s assessment records
- Keep records of any concerns or issues
- Identify lines of referral within and beyond the setting

Other sources
- Maintaining a safe environment through risk assessments, checklist etc.
- Carrying out a health and safety audit, consider allergies, medication policy/procedure, sun cream/hats, hand washing, environment and resources, plug guards, accessible drinking water, gates, safe storage, effects of transition, emotional well-being, healthy eating.
- Training, quizzes, flow charts, notice boards, posters to support practitioners knowledge and understanding of safeguarding and child protection
- Intervention and support, such as, CAF
- Types and signs of abuse
- Training attended
- Policy reviews and amendments. (E.g. FBV and anti-terrorist approaches within Early Years)
- Examples of risk assessment
- Examples of case files where appropriate
- Reflective Log
- Ethical issues
<table>
<thead>
<tr>
<th>Standard 8</th>
<th>Outstanding (1): Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</th>
<th>Good (2): Much of the quality of trainees’ teaching over time is good; some is outstanding.</th>
<th>Requires improvement (3): -meeting the Standard: The quality of trainees’ teaching over time requires improvement as it is not yet good.</th>
<th>Inadequate (4): Trainees fail to meet the minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong> Promote equality of opportunity and anti-discriminatory practice.</td>
<td>Promotes equality of opportunity and anti-discriminatory practice. Reflects on policy and practice and works collaboratively to develop best practice within the setting and within the wider community. <em>E.g.</em> Engages in local or county projects to improve outcomes. <em>E.g.</em> Stonewall index, family literacy, supporting traveller children to access the EYFS etc.</td>
<td>Promotes equality of opportunity and anti-discriminatory practice. Reflects on policy and practice and works collaboratively to develop best practice within the setting.</td>
<td>Promotes equality of opportunity and anti-discriminatory practice.</td>
<td>Recognises and follows policies supporting equality and anti-discriminatory practice.</td>
</tr>
<tr>
<td><strong>8.2</strong> Make a positive contribution to the wider life and ethos of the setting.</td>
<td>Makes a sustained positive contribution to the wider life and ethos of the setting.</td>
<td>Makes a sustained positive contribution to the wider life and ethos of the setting.</td>
<td>Makes a positive contribution to the wider life and ethos of the setting.</td>
<td>Engages with encouragement in the wider life and ethos of the setting.</td>
</tr>
<tr>
<td><strong>8.3</strong> Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.</td>
<td>Takes a consistently proactive lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals which makes a difference to all children’s learning and development.</td>
<td>Takes an effective lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals which makes a difference to some children’s learning and development.</td>
<td>Takes a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.</td>
<td>Works collaboratively with colleagues, parents and/or carers and other professionals with guidance.</td>
</tr>
<tr>
<td><strong>8.4</strong> Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.</td>
<td>Models and implements consistently effective education and care. Use improvement plans, team meeting records and supervision priorities to support and lead other practitioners including Early Years Educators, evaluating effectiveness and sustaining a cycle of continual improvement.</td>
<td>Models and implements consistently effective education and care. Use improvement plans, team meeting records and supervision priorities to support and lead other practitioners including Early Years Educators, evaluating effectiveness and sustaining a cycle of continual improvement.</td>
<td>Models and implements effective education and care, and support and lead other practitioners including Early Years Educators.</td>
<td>Is unable to model and implement effective education and care, unable to recognise opportunities for leading other practitioners.</td>
</tr>
<tr>
<td><strong>8.5</strong> Take responsibility for leading practice through appropriate professional development for self and colleagues within the immediate environment.</td>
<td>Takes a consistent and critical responsibility for leading practice through appropriate professional development for self and colleagues across the setting, evaluating effectiveness and sustaining a cycle of continual improvement.</td>
<td>Takes a consistent responsibility for leading practice through appropriate professional development for self and colleagues within the immediate environment.</td>
<td>Takes responsibility for leading practice through appropriate professional development for self and colleagues within the immediate environment.</td>
<td>Understands the processes used within the setting used for supporting professional development, but is unable to demonstrate leadership.</td>
</tr>
</tbody>
</table>
### 8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice within the immediate environment with an understanding of good practice across the age phases.

| Reflects on and evaluate the effectiveness of provision, and shape and support good practice across the setting, evaluating effectiveness and sustaining a cycle of continual improvement. | Reflects on and evaluate the effectiveness of provision, and shape and support good practice within the age-phase with a thorough understanding of good practice across the age phases and consideration for transition. | Reflects on and evaluate the effectiveness of provision, and shape and support good practice within the immediate environment with an understanding of good practice across the age phases. | Is unable to reflect on and evaluate the effectiveness of self-developed provision without the broader reflection across the provision. |

### 8.7 Understand the importance of and contribute to multi-agency team working within the immediate environment.

| Understands the importance of and contribute to multi-agency team working, leading best practice within the setting and supporting practitioners to have a broader understanding of effective approaches and strategies for the early years and when working with families. | Understands the importance of and contribute to multi-agency team working, leading best practice within the age-phase and developing a broader understanding of effective approaches and strategies for the early years and when working with families. | Understands the importance of and contribute to multi-agency team working within the immediate environment. | Shows an awareness of multi-agency working within the setting. |

### Examples of Evidence 8 (Evidence may be cross referenced across the standards)

#### Planning documents
- Plan opportunities for child-led, child initiated, adult-led, free-flow and spontaneous play
- Develop and share resources
- Plan collaboratively to work with other practitioners

#### Reflective Documents
- Reflection of provision, audits and changes made
- Evaluate and act upon advice and suggestions
- Linked to current and relevant legislation, for example, Equality Act 2010

#### Observations
- Know the needs of the children in the setting and work with the practitioners collaboratively
- Peer, mentor or practitioner observations of your practice, such as, working with parents or other practitioners, for example, supervision

#### Children’s assessment records
- Work with children’s Key Person, parents and other professionals in the completion of the statutory assessment process or Early Years Development Journals

#### Other sources
- Take the lead in carrying out an audit, such as, environmental and inclusive audits, ECERS, ITERS lead in developing an action plan with colleagues and take the lead in creating change or developing practice and how you have considered or developed anti-bias and anti-discriminatory practice
- Take the lead in developing aspects of the setting, such as, policies and procedure, aspects of the environment, resources, events, experiences, outings and trips, activities, paperwork etc.
- Model practice, support, guide and mentor other practitioners and teacher trainees in implementing effective care and education by working alongside them, delivering training, modelling practice
- Demonstrate an understanding of the importance of and contribute to working with other professionals and agencies, such as, SaLT, Health Visitor, Police, Fire Brigade, Social Worker etc.
- Feedback / verification statements from relevant staff
- Minutes of meetings which show trainee’s contribution
- Amendments and applications of policy
- Action plans
- Details of multi-agency working e.g. IEP
- Reflective Log