



Becoming a Qualified Teacher: Handbook of Guidance (2009)

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Guidance

Welsh Assembly Government Circular No: 017/2009

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Becoming a Qualified Teacher: Handbook of Guidance (2009)

- Audience** The Higher Education Funding Council for Wales; Initial Teacher Training providers; the Universities Council for the Education of Teachers Cymru (UCET Cymru); Estyn; General Teaching Councils; trainees on initial teacher training courses; all those considering initial teacher training; local authorities; schools; Professional Associations and Teaching Unions; the Training and Development Agency for Schools; Central Government Education Departments; and other interested parties.
- Overview** The Welsh Assembly Government's Qualified Teacher Status (QTS) Standards and the Requirements for the Provision of Initial Teacher Training (ITT) Courses give ITT providers increased flexibility in the way they design their programmes, and encourage increased use of professional judgement. The purpose of this Handbook of Guidance is to help providers as they exercise this judgement and to help them maximise the opportunities for development that the Standards and Requirements offer. It aims to help everyone involved in ITT to understand the aims and scope of both the Standards and Requirements.
- Action required** This document is relevant to anyone involved in ITT including trainees, training providers and those who employ and support newly qualified teachers. All those directly involved in ITT and the planning of courses should have access to it and be aware of the statutory background.
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Related documents

Legislation

Qualified Teacher Status Standards 2009 (2009 No. 25)

Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006 (2006 No. 50)

Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales (Amendment) 2006 (2006 No. 75)

The National Assembly for Wales Employment Based Teacher Training Scheme 2006 (2006 No. 8)

The National Assembly for Wales Employment Based Teacher Training Scheme (Amendment) 2006 (2006 No. 74)

The Education (School Teachers' Qualifications) (Wales) Regulations 2004 (S.I. 2004/1729)

The Education (Amendments to Regulations regarding the Recognition of Professional Qualifications) (Wales) Regulations 2007 (S.I. 2007/2811)

The Education (School Teachers' Qualifications) (Amendment) (Wales) Regulations 2008 (S.I. 2008/215)'.

The Education (Specified Work and Registration) (Wales) Regulations 2004 (S.I. 2004/1744)

Guidance

Welsh Assembly Government Circular No: 035/2008: Graduate Teacher Programme - Guidance on the Employment Based Teacher Training Scheme 2006

Superseded documents

National Assembly for Wales Circular 41/2006: Becoming a Qualified Teacher: Handbook of Guidance is replaced by this Circular.

Information Document 21/2006: Becoming a Qualified Teacher: Standards for Qualified Teacher Status: Requirements for the Provision of Initial Teacher Training Courses.

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The Qualified Teacher Status Standards (2006 No: 49) cease to have effect on 1 September 2009. However, they may continue to apply after 1 September 2009 to the assessment of those seeking to become qualified teachers in the following cases:

- (a) those on their final year of a full-time or part-time undergraduate ITT course leading to QTS starting after 1 September 2009;
- (b) those on part-time postgraduate ITT courses starting before 1 September 2009;
- (c) those trainees whose ITT courses were due to finish before 1 September 2009 but have been extended, due to:
 - (i) failure and the need to repeat one aspect of training;
 - (ii) switching from full-time to part-time training;
 - (iii) decisions by the ITT provider to allow trainees to complete any aspect of the programme at a later date (for example, trainees taking a year out of their training); and
- (d) those on employment-based routes under the Welsh Assembly Government's employment-based teacher training scheme who start training before 1 September 2009.

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Summary

This Circular provides non-statutory guidance on the Welsh Assembly Government's Qualified Teacher Status Standards 2009 (which must be met by all trainees who wish to be qualified teachers) and the Requirements for the Provision of ITT Courses (which all courses run by accredited ITT providers offering QTS must meet).

Both the QTS Standards and the ITT Course Requirements have statutory force and are set out in legislation. The QTS Standards are set out in the Qualified Teacher Status Standards 2009 (2009 No. 25). These replace the Qualified Teacher Status Standards 2006 (2006 No. 49), although changes from the 2006 Standards are only those necessary to make technical amendments required following the introduction of the revised national curriculum in Wales and implementation of the new curriculum subject orders, related policy frameworks, and other recent policy developments.

The ITT Course Requirements are set out in the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006 (2006 No. 50), as amended by the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales (Amendment) 2006 (2006 No. 75).

This Circular - Becoming a Qualified Teacher: Handbook of Guidance (2009) - replaces Circular 41/2006: Becoming a Qualified Teacher: Handbook of Guidance in order to cover the changes introduced by the Qualified Teacher Status Standards 2009 and general updating.

The QTS Standards and ITT Course Requirements give ITT providers flexibility in the way they design their programmes, and encourage increased use of professional judgement. The purpose of this Handbook of Guidance is to help providers as they exercise this judgement and to help them maximise the opportunities for development that the QTS Standards and ITT Course Requirements offer. It also contains guidance aimed at helping everyone involved in ITT to understand the aims and scope of both the Standards and Requirements.

The Handbook of Guidance is in two sections. Section one offers guidance on the QTS Standards and will be of particular interest to trainees, ITT providers, their partner schools and employers. It includes suggestions about the kind of evidence students might provide to show that they meet the Standards. Section two covers the ITT Course Requirements and is intended mainly for ITT providers, although it may also be of interest to trainees.

Section 1 - Standards for QTS

Introduction

This guidance sets out the scope of each Standard and provides examples of evidence relevant to meeting the Standard.

The guidance focuses particularly on assessment, because the Standards are outcome statements that indicate what students and others on ITT courses or programmes must know, understand and be able to do in order to achieve QTS. The many different people involved in assessment - school-based tutors, class teachers, higher education tutors and the students themselves - need to develop a common understanding of what is involved in meeting the Standards. Assessment against the Standards is a matter of skilled professional judgement made at different times in different contexts, and often draws on evidence from a range of sources collected over time. The guidance suggests the kinds of evidence that could be relevant to making judgements about whether a trainee is meeting all the Standards in full.

Many of the Standards are inter-related and single assessment opportunities are likely to produce evidence for a wide range of Standards. The Standards relating to professional values and practice underpin all the rest: trainees should be able to show that they meet these Standards in everything they do. In the same way, the Standards relating to knowledge and understanding are closely related to those on planning, teaching and assessment, and successful students will demonstrate them in the classroom as well as through their academic attainments. The guidance seeks to show how related Standards can be grouped and assessed together.

The QTS Standards are outcome statements that set out what trainees must know, understand and be able to do at the end of an ITT course to gain QTS. The Standards are organised in three inter-related sections which describe the criteria for the award:

- **S1: Professional values and practice:** these Standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the General Teaching Council for Wales's 'Statement of Professional Values and Practice'.
- **S2: Knowledge and understanding:** these Standards require newly qualified teachers to be confident and authoritative in the subjects they teach and to have a clear understanding of how all learners should progress and what teachers should expect them to achieve.
- **S3: Teaching:** these Standards relate to skills of planning, monitoring and assessment, and teaching and class management. They are underpinned by the values and knowledge covered in the first two sections.

S1: Professional values and practice

S1.1 Understanding everyone's learning needs, maximising potential and demonstrating commitment

The Standard

To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

Scope

As stated in the United Nations Convention on the Rights of the Child (UNCRC)¹, all children and young people are entitled to an education that develops their potential and widens their opportunities. Teachers are expected to have a professional commitment to raising the educational achievement of all learners and enabling them to participate actively, whatever their background or current level of attainment.

Teachers need to know how to draw on their awareness and understanding of their learners' social, cultural, linguistic, religious and ethnic backgrounds to support learning and to teach in ways that engage and challenge learners. Teachers who are aware of the experiences and interests that learners bring to their learning are better able to address their learning needs. However, they should avoid making assumptions about their learners' abilities or potential based on their backgrounds.

This Standard is about the attitudes of trainees and their professional relationships with their learners. It does not imply the need for comprehensive knowledge of the backgrounds of the learners they teach, but trainees should seek to find out about their learners and use that knowledge positively.

To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's ...

¹ Articles 28-30

Evidence relevant to meeting the Standard

Judgements about trainees' commitment and attitudes, and their behaviour and expectations of learners' achievement, are likely to emerge from every aspect of their work. In particular, evidence will be found in their planning, direct work with learners and evaluation of their own teaching

When judging trainees' practice, assessors may wish to consider, for example: how has the trainee used evidence of past achievement to set challenging teaching and learning objectives for all learners? Is the trainee aware of the issues that are likely to be faced by children from a variety of backgrounds? Does the trainee take the views of all learners into account, including in evaluating their teaching, and where appropriate adapt their teaching methods accordingly? Does the trainee select resources in a way that shows they value diversity and are sensitive to the needs of different groups? Learners may have different religious or cultural backgrounds; English or, as appropriate, Welsh, may be different from the language or form of language of their home; they may have a disability or medical condition; they may be in public care. A trainee who meets this Standard will seek to find out about their learners and use that knowledge positively, showing understanding combined with a commitment to enabling learners from all backgrounds to make progress in learning.

Evidence from other Standards will also provide evidence for S1.1: for example S3.3.1 (high expectations); S3.3.6 (taking account of diversity); or S3.3.14 (equal opportunities).

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for ...

S1.2 Consideration for learners and mutual respect

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating the professionalism to ensure that relationships with learners are built on mutual trust and respect and to recognise that this will help maximise their learning potential.

Scope

Learners are more likely to learn if they recognise that their teachers value them as individuals and respond to them consistently. Learners are more likely to treat others with trust and respect if their teachers demonstrate such behaviour towards them.

Learners have a range of interests, preferences and attitudes and these will affect how they respond to specific topics or particular ways of learning and communicating. Trainees are expected to take this into account in their planning, teaching and assessment and to know how they can support and motivate learners to take an active and developing role in their own learning.

Evidence relevant to meeting the Standard

Trainees' work with learners in the classroom will provide most of the evidence needed to assess this Standard. When judging trainees' practice, assessors will wish to consider the extent to which trainees are fair in their dealings with learners and how they use relationships built on mutual trust and respect to motivate and inspire learners.

Assessors may wish to consider, for example: do trainees actively involve learners in their learning and in making decisions about matters that affect them? Do they recognise the need and value of giving feedback to learners following their involvement regarding learning or in decision making? Do they recognise and take account of home languages and cultural characteristics? Do they avoid showing favouritism? Are the trainees' responses

to learners' questions respectful and constructive? How well do trainees use good relations with learners to support improvements in their intellectual and personal development and to motivate them to do well? Do trainees use learners' mistakes and misunderstandings positively to provide an opportunity to improve understanding for all? Do they avoid causing embarrassment to learners or making them afraid to make mistakes? Do trainees show an awareness of the learning styles and different approaches that various learners take to their work, and of their developing organisational and cognitive skills? Do trainees understand that a consistent approach does not necessarily mean treating all learners the same, since different learners will have different needs, but about treating learners on an equal basis? Do trainees have a knowledge and awareness of the UNCRC²? Do trainees show an understanding and knowledge of the rights and entitlements of all learners, as laid out in the UNCRC and key Welsh Assembly Government policies? Are they aware of the statutory requirement for all primary, secondary and special schools in Wales to have an active school council which is representative of all learners' views?

Beyond observations of teaching, assessors may want to draw on, for example, trainees' approaches to planning (S3.1.2), the feedback they give when marking work (S3.2.2) and the ways in which they evaluate their teaching (S1.7)

² Articles 12, 29 and 30 are relevant here.

S1.3 Inspiring learners

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating combinations of professional characteristics which aim to motivate and inspire learners and secure their intellectual and personal development.

Scope

Teachers are individuals and can achieve success using different combinations of characteristics. They have important and crucial roles in educating, influencing and nurturing learners to prepare them to become responsible citizens who take a full part in local, national and international society. The core of this standard is the motivation and inspiration of all learners, particularly in respect of their personal development.

Formal education is part of the process through which people achieve personal development, particularly through acquiring values and learning to apply those values in the attitudes they adopt and the ways in which they behave. It is important, therefore, for teachers to recognise the role they play in this and to demonstrate values and professional characteristics which can motivate and inspire learners and reflect and promote the purposes of education. Learners are more likely to behave in an acceptable manner, and adopt appropriate values and attitudes, if they encounter such behaviours, values and attitudes in their teachers. Trainees should also recognise that these behaviours, values and attitudes can be developed through informal opportunities within the wider school context, e.g. the school council, healthy schools or eco-schools.

Examples of the values that can be expected in successful personal development are: respect for other people; a positive attitude towards learning; respect for cultural diversity; care for the environment; and social responsibility. Trainees are expected to understand the values and attitudes that they want learners to

develop. Trainees should put these values into practice, both in the classroom and in the wider school context.

Evidence relevant to meeting the Standard

Assessors will want to draw substantially on their observations of trainees' teaching for evidence. When judging trainees' practice, assessors may wish to consider, for example: can trainees establish positive relationships with their learners based on mutual respect, particularly through positive communication? Does their teaching communicate and promote positive attitudes, values and behaviour, both explicitly and by personal example? Do their lessons motivate all learners and encourage them to engage in learning? Do they establish high expectations for pupil behaviour, and resolve conflicts between learners appropriately? Do they encourage a positive approach?

Trainees' planning will be a source of evidence of how they aim to develop specific values, attitudes and behaviour. Beyond considering classroom practice, assessors may also wish to draw on trainees' time in school when not teaching for evidence of their engagement with a school's values and respect for its ethos. For example, do they implement the school's policies on discipline, bullying or harassment? Do they set a good example in all they do? Are they involved in wider-school initiatives such as the school council, eco-schools, healthy schools etc?

Assessors could also draw on evidence of trainees' ability to build successful relationships with learners and value diversity (S3.3.1), to interest and motivate learners (S3.3.3), to manage behaviour constructively (S3.3.9), and to deal with bullying and harassment (S3.3.14).

They may also wish to draw on school records and discussions with trainees and their colleagues. Assessors may, for example, wish to seek evidence about trainees' professional behaviour in areas such as time management and reliability.

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement ...

S1.4 Communication with parents and carers

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by recognising the importance of communicating information and expectations clearly and sensitively to parents and guardians and of fostering positive relationships between home and school.

Scope

Learners' lives outside school have a significant impact on their learning, and they are more likely to learn if they receive encouragement, support and guidance from both home and school. Teachers need, therefore, to find ways of exchanging information with parents and carers (guardians and others) about learners and their progress, and to support parents and carers in their role as educators. However, teachers need to be sensitive to the fact that, while many parents or carers wish to be actively involved in their children's learning, not all are necessarily willing or able to offer the same level of support.

Trainees are expected to know about the statutory rights of parents and carers, for example to information on their children's progress. They are expected to understand the important part that parents and carers can play in learning and in their children's wider development, and to understand the importance of liaising with, and consulting, learners' parents and carers. Trainees may, for example, need to consider a parent's or carer's home circumstances, home language, culture and religion or experience of education, or the fact that a learner is in public care. Trainees should show that they can use this awareness to communicate appropriately with parents or carers, but the Standard does not require them to take full or sole responsibility for any of a school's communications in this area.

Evidence relevant to meeting the Standard

Trainees will be involved in formal communication with parents or carers only under the guidance of more experienced teachers. Opportunities may arise to observe the student interacting with parents or carers, under supervision, through regular informal communication with parents and carers at the beginning and the end of the school day. Consultation meetings or discussions with school staff might be used to explore the trainee's potential to communicate sensitively and effectively with parents and carers.

Other opportunities to learn how schools deal with communication with parents and carers might include, for example: shadowing experienced teachers who are meeting parents or writing reports; contributing to draft reports; or attending staff meetings where parents' evenings are being planned. Trainees can use these opportunities to provide evidence for this Standard by showing they have understood the kinds of issues that arise and by describing how they would approach communication with parents and carers. There will also be evidence of the trainee's ability to report to parents and others in relation to Standard 3.2.7.

Beyond this, written tasks and other training activities might provide evidence of the student teacher's understanding of parents' and carers' roles in their children's learning. Trainees' ability to communicate sensitively and effectively will also emerge from observation of their practice in relation to other Standards. When judging trainees' practice, assessors may wish to consider, for example: can the trainee develop positive relationships with teaching colleagues or other adults in non-school settings? How effectively does the trainee involve other adults in the work of the classroom by drawing upon their specific insights or expertise?

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' ...

S1.5 Promoting the school in the wider community

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by endeavouring to promote the place of the school within the wider community.

Scope

Schools are communities within which adults and learners work together. Schools are also part of the wider community they serve. Teachers contribute in a range of ways to a school's well-being and development. The communal nature of a school and its relationship with the wider community can teach learners about how communities work and how interdependent individuals are.

Trainees should show an awareness that schools are communities in themselves and part of the wider community they serve; and that their learners', their own and their colleagues' development will be diminished if teachers regard themselves as isolated individuals. Trainees are expected to develop an understanding of the ethos of the school in which they are teaching, its sense of purpose and how it represents itself to the wider community. They should seek to reflect and promote this in their own teaching and their relationships with learners and colleagues, but they should also show a developing ability to contribute to the life of the school beyond their own classroom and begin to explore ways of doing this. They may, for example, wish to become involved in the development of school policies or procedures, in cross-school development activities, or in out-of-school learning, extra-curricular or enrichment activities.

Evidence relevant to meeting the Standard

When judging trainees' practice, assessors will want to draw on trainees' planning, and observations of their teaching, for evidence of trainees' ability to reflect and promote the school's wider interests and activities in their teaching.

For evidence relating to the trainee's contributions to the life of the school outside the classroom, assessors will want to talk to other members of the school's staff or look at the reports of school-based tutors. An assessor may wish to consider, for example: how well does the trainee liaise with other staff when planning for out-of-school learning? How well does the trainee contribute to teaching teams in the relevant year group or subject department? Has the trainee sought to become involved in the production of whole school exhibitions, concerts or similar events? Has the trainee helped with whole-school initiatives such as the school council, healthy schools, eco-schools, out-of-hours clubs or school teams? Does the trainee understand how the learners' voice plays an important role in the school community and beyond? Is the trainee beginning to contribute to professional development activities or the development of teaching or support materials? Has the trainee established any links between the school and local businesses/ community facilities and projects?

Assessors will also wish to think about the trainee's performance in relation to this Standard when they are considering understanding the contribution of support staff and other professionals (S1.6), contributing to teaching teams and planning the deployment of other adults (S3.1.4), opportunities for learning out-of-school (S3.1.5), and working with specialist teachers, other colleagues, teaching assistants and other adults (S3.3.13)

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they recognise and ...

S1.6 Working with others

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they recognise and understand the contribution provided by and needed from support staff and other professionals in the learning process.

Scope

The care and education of learners are the collective responsibility of a network of professionals and other support staff. Teachers need, therefore, to understand how other adults, both within the classroom and beyond, can contribute to teaching and learning and how teachers can use this contribution as a resource. This understanding assumes awareness of other colleagues' roles and how a teacher's responsibilities relate to and complement those of others. This will include an ability to recognise the limits of their own expertise and authority and an awareness of when and how to seek help from a colleague.

"Support staff and other professionals" can include, for example, those with responsibility for aspects of learners' education or welfare, colleagues who specialise in assisting learners with special educational needs, higher level teaching assistants, cover supervisors, librarians, additional language teachers and school administrative staff. It also includes a range of adults working in the teacher's classroom to support learners' learning in, for example, aspects of PSE such as sex and relationships and drugs education. It may include staff working on the school site to provide before and after school care. It may also include learners undertaking roles such as peer supporters and mediators or in delivering aspects of the PSE curriculum such as sex and relationships and drug awareness.

Opportunities for trainees to work directly with other adults will vary according to the age range for which they are being trained and the schools in which they work. The Standard does

not, for example, require trainees to demonstrate an ability to undertake a supervisory role independently. However, they should be developing the skills they will need to forge professional working relationships that will include the need to collaborate with and manage other team members as the situation demands, especially in relation to planning and organising their own teaching. They will also need to understand where they may be expected to contribute to the work of others, such as educational psychologists, educational welfare officers or social services staff.

Evidence relevant to meeting the Standard

When judging trainees' practice, assessors will want to draw on trainees' planning, and observations of their teaching, for evidence in relation to this Standard, especially where they are part of a team that includes additional adults. For example: can the trainee establish collaborative working relationships? Does the trainee have a clear idea of how the teacher's role relates to that of other team members? These sources can also indicate the trainee's understanding of the distinct roles and responsibilities of other professionals including, for example, social workers, educational psychologists, education welfare officers, youth justice workers, early years staff, school nurses or other health professionals.

Not all trainees will have the opportunity to work directly with support staff or other professionals, and assessors may therefore wish to draw on other activities organised by the training provider. Some providers seek to involve other professionals in their programmes, and the trainee's work in relation to this involvement will be especially relevant. Evidence can be sought from the student's contributions to discussions and from other development activities such as simulations. Or, when trainees' work takes them out of school during fieldwork or other kinds of school visits, assessors could consider the extent to which they work effectively and appropriately with specialist staff attached to the off-site venue.

Evidence relevant to this Standard will often be used also to support assessment against Standard 3.1.5 (out-of-school learning), Standard 3.2.7 (Reporting to parents and others), and Standard 3.3.13 (working with others).

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' ...

S1.7 Commitment to professional development

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they are able to contribute to the wider development of the school and profession and are aware of the importance of maintaining up-to-date professional knowledge, understanding and skills and are able to reflect on their own practice. They recognise their own needs and take responsibility for their continuing professional development.

Scope

To teach effectively, teachers need to have the capacity and commitment to analyse and reflect on their own practice, and to improve it throughout their careers through professional development and engagement with new knowledge and ideas. As they gain experience, teachers become increasingly involved in identifying and helping to meet their own professional development needs and those of others. This Standard requires trainees to develop an ability to make judgements about the effectiveness of their teaching, and to identify ways of bringing about improvement. They should show a commitment to improving both their classroom practice and wider aspects of their professional knowledge and skills. This will involve a developing ability to discuss both their own practice and pedagogical issues.

During their training, trainees can be expected to use the feedback they receive from more experienced colleagues observing their teaching, and their experience of observing others, to identify ways of improving their practice. Growing confidence and responsibility in this area will be reflected in trainees' improving performance against other standards. They should show an awareness of where to find, and how to critically engage with, evidence from sources such as research and inspection reports. They should be able to discuss important general issues in education as well as their own classroom practice.

Evidence relevant to meeting the Standard

Assessors will find evidence relating to this Standard in most aspects of trainees' work, because their progress during the training programme will reflect their motivation and ability to evaluate and improve their practice. Assessors will therefore want to draw on trainees' planning, and observations of their teaching, as well as personal action plans and the reports of school-based tutors. For example, how do trainees respond to the feedback they receive from others? Do they seek out opportunities to review their own performance? To what extent are they developing skills in sharing and discussing their own practice and that of colleagues?

When judging trainees' practice, assessors may find trainees' lesson evaluations and other self-evaluations especially useful in relation to this Standard. For example: do trainees use self-review to identify specific ways of improving their practice? Do they set themselves learning goals and targets? Do they seek out and use resources - such as the National Grid for Learning, publications from subject specialist/phase associations, research and inspection reports - to help them improve their teaching?

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they are aware of ...

S1.8 Working within the law

The Standard

To gain QTS, trainees must show that they understand and uphold the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating that they are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Scope

Teachers have an important role in the legal framework designed to protect both children and adults. Teachers are not expected to have a detailed knowledge of the whole legal framework, but they need to be aware of their own statutory responsibilities and where to gain information, support and assistance when they need it. They also need to be aware that they have rights and responsibilities as employees as well as teachers.

Trainees will find it helpful to be aware of relevant aspects of the law, including the legal framework relating to professional conduct and conditions of service, to protect them from being perceived as acting unprofessionally or illegally. By knowing the extent of their responsibilities they will be helped to anticipate problems and avoid errors. In particular, trainees need to develop an ability to judge when they may need advice, for example, on matters of child protection or confidentiality, and know how to seek it. This will be particularly important in areas such as the teacher's responsibilities under the *SEN Code of Practice for Wales*, or in relation to any contribution they may make to formal assessments.

Key documents

Annex A lists the main statutory and guidance documents available about the care and education of children and young people. The Standard does not require trainees to have a detailed knowledge of all these, but they should be aware of the content of these documents, and in particular of their own key responsibilities

in such areas as health and safety, special educational needs, child protection and teacher employment.

Evidence relevant to meeting the Standard

When judging trainees' practice, assessors will want to draw on observations of trainees' teaching and the reports of school-based tutors for evidence about the professional judgements which student teachers make, and the advice they seek, in the course of their practical work with learners, colleagues and parents or carers. For example, does the trainee seek advice at an appropriate stage in relation to particular learners' special educational needs? Does the trainee take appropriate responsibility for their own and learners' safety during out-of-school visits or activities? There may be relevant evidence related to S2.6 (Special Educational Needs), S3.3.8 (using resources safely and effectively), and S3.3.9 (managing behaviour).

Trainees' opportunities to demonstrate awareness of the statutory framework in their teaching will vary according to their particular experiences and the schools in which they are placed. Assessors will therefore wish to use a variety of means to establish trainees' level of understanding of how the statutory frameworks impact on their work. This could include discussions with the trainee and written assignments.

S2: Knowledge and understanding

S2.1 Subject knowledge (all stages)

The Standard

To gain QTS, trainees must show that they have a secure knowledge and understanding of the subject(s) they are trained to teach. For those qualifying to teach at Key Stage 3, Key Stage 4 and post-16 levels this knowledge and understanding should be at a standard equivalent to degree level.

To gain QTS, trainees must show that they have a secure knowledge and understanding of the subject(s) they are ...

[Note 1: The Foundation Phase is organised into seven areas of learning rather than into subjects. Throughout this document, references to 'subjects' include these areas of learning.]

[Note 2: This section gives guidance on subject knowledge that applies to all Key Stages and the Foundation Phase. The subsequent sections give guidance specific to each Key Stage and the Foundation Phase. Guidance on the Foundation Phase can be found at S2.1(a); on Key Stage 2 at S2.1(b); on Key Stage 3 at S2.1(c); and on Key Stage 4 and post-16 at S2.1(d). Guidance on S2.1 should also be read in conjunction with the guidance on S3.3.2, which sets out the teaching requirement for each Key Stage.]

Scope

This Standard applies to all trainees, although the detailed subject knowledge and understanding required will vary according to the age range and subject(s) they are preparing to teach. Central to all teachers' work is the need to help learners develop their knowledge and understanding of the subjects they study. To do this confidently and effectively, teachers need a high level of subject knowledge and understanding relevant to the learners' curriculum. Secure subject knowledge enables teachers to judge how ideas and concepts can be broken down and sequenced logically so they can support learners' progress. This helps teachers plan lessons and sequences of lessons, set teaching and learning objectives, and evaluate learners' progress towards these objectives. Secure and accurate subject knowledge also helps teachers to answer learners' questions fully, respond to learners' common misconceptions and make appropriate interventions to move their learning on.

All trainees are required to be able to teach across at least two Key Stages and need to demonstrate they have met the Standards as they apply to each of the relevant age ranges. So, for example, those on Key Stage 3/4 programmes should demonstrate the subject knowledge and understanding in S2.1(c) as it applies to Key Stage 3, and the subject knowledge and understanding in S2.1(d), as it applies to Key Stage 4.

However, for the purpose of this Requirement, “two key stages” includes courses covering the Foundation Phase only; courses covering Key Stage 2 only; and courses covering the 14-19 age range (Key Stage 4 and 16-19). So, for example, those on Foundation Phase courses should demonstrate the subject knowledge and understanding in S2.1(a).

The subject knowledge with which trainees begin their programmes may not accurately match what they will need to teach to learners. By the end of their training their subject knowledge should be such that they have a good enough grasp of the concepts, ideas and principles in the subject to be able to teach the learners’ curriculum in the age range they are trained to teach. This does not apply to Key Stage 2 non-core subjects. For guidance on this, refer to S2.1b.

Evidence relevant to meeting the Standard

Evidence of secure subject knowledge and understanding is most likely to be found in trainees’ teaching, particularly in how they present complex ideas, communicate subject knowledge, correct learners’ errors, and in how confidently they answer their subject-based questions. Evidence may also be found in their planning and setting of targets for individual learners, their analysis of learners’ progress, their assessment of the learning of those they teach, their discussions with tutors, and in subject-based assignments or tasks.

Trainees’ use of relevant ICT packages, and their contributions to seminars, workshops or peer tutoring sessions, might provide evidence of subject knowledge and understanding. Subject knowledge could also be demonstrated through trainees’

use of displays or through planning for out-of-school learning. In addition, assessors may find that trainees' work with classroom assistants and other adults working with learners provides strong evidence of their understanding of subject knowledge. Assessors may also gather evidence of trainees' subject knowledge from curriculum planning meetings, discussions about whole school approaches to individual subjects, trainees' work with parents and carers, and their assessment of learners' learning.

Other ways of providing evidence of trainees' subject knowledge and understanding could be through the completion of written or on-line subject audits, tests and/or personal development files. Evidence may be available from trainees' qualifications, any needs analysis process or student profiles completed at the start of or during training, or from evidence of trainees' research into particular aspects of subject knowledge either for personal study or to prepare for teaching.

**To gain QTS,
trainees must
show that
they: ...**

S2.1(a) Foundation Phase

The Standard

To gain QTS, trainees must show that they:

- i. know and understand the Framework for Children's Learning for 3 to 7-year-olds in Wales;*
- ii. know and understand the seven areas of learning that form the Foundation Phase curriculum, which are: Personal and Social Development; Well Being and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; Welsh Language Development; Knowledge and Understanding of the World; Physical Development; Creative Development;*
- iii. make good use of any guidance produced or approved by the Welsh Assembly Government to support the development of the seven areas of learning and the child development profile; and*
- iv. know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the Skills Framework for 3 to 19-year-olds in Wales;*

Scope

Teachers who work with young children need to have a secure understanding of a wide range of curriculum areas. This breadth of knowledge reflects the nature of teaching in the Foundation Phase, and the relevant areas of learning are set out in the *Framework for Children's Learning for 3 to 7-year-olds in Wales*.

This Standard requires trainees to demonstrate an understanding of the content of the *Framework for Children's Learning for 3-to-7 year olds in Wales*. Trainees' subject knowledge is expected to be sufficiently secure to enable them to be confident to work with children across the whole Foundation Phase, establish relationships with children and their parents or carers, plan the learning environment and curriculum, support and extend children's play, learning and development, assess children's achievements and plan their next steps.

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on S3.3.2(a) and Requirement R2.4 (training for two Key Stages).

Evidence relevant to meeting the Standard

The introduction to S2.1 explains how trainees' classroom practice can provide evidence of their subject knowledge in any phase / key stage. In addition, evidence of subject knowledge relevant to the Foundation Phase may be provided when trainees discuss or write about the inter-relationship of the seven areas of learning, how one experience provides opportunities to develop skills and concepts across several areas of learning, or how play can support children's development and learning. Assessors may also find that trainees demonstrate subject knowledge when they discuss the relationship between the Foundation Phase curriculum and the content of the curriculum in Key Stage 2.

Assessments against other Standards might also provide some evidence of subject knowledge, for example: S1.6 (working with others), S3.1.3 (using resources), S3.1.4 (working in teams), S3.2.2 (using assessment to support learning), S3.2.7 (reporting to parents and others), and S3.3.13.

**To gain QTS,
trainees must
show that
they: ...**

S2.1(b) Key Stage 2

The Standard

To gain QTS, trainees must show that they:

- i. know and understand the National Curriculum for mathematics, science, and English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language);*
- ii. have sufficient understanding of a range of work across the following subjects:*
 - history*
 - geography*
 - information and communication technology (ICT)*
 - art and design*
 - design and technology*
 - music*
 - physical education*
 - Welsh as a second language*
 - personal and social education (PSE)*
 - religious education*

to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary;
- iii. know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the Skills Framework for 3-to-19 year olds in Wales; and*
- iv. are familiar with the principles of the guidance materials in Raising Standards: Transition from Key Stage 2 to Key Stage 3.*

Scope

This Standard recognises the central importance of the core subjects and the importance to head teachers, in the schools where trainees will gain employment, of trainees demonstrating their understanding and teaching skills in these subjects. Because most

primary teachers are expected to teach a wide range of subjects, the Standard also recognises the importance of the broader curriculum and seeks to provide assurances that new teachers have some knowledge of a range of other subjects. The balance between knowledge and understanding of the core and other subjects reflects the time trainees will spend teaching mathematics, science and English, or, as appropriate, Welsh, as part of their school-based training.

This Standard does not seek to cover all the subject knowledge a teacher may need to teach a class at Key Stage 2. It sets out three areas of knowledge and expects trainees to demonstrate different levels of understanding of each. For the first, the National Curriculum core subjects, this understanding will be sufficiently secure to enable trainees to teach independently and competently. As a guide, this is likely to involve trainees demonstrating sufficient knowledge and understanding of all the subject content in the National Curriculum for the core subjects to teach learners of all abilities including the most able in the age range for which they are trained to teach.

For the second area, work on non-core subjects, this knowledge and understanding will be more limited and will focus on a range of work across the subjects listed in the Standard. Non-core subjects may be grouped so that every primary trainee covers a broad, though not necessarily a full, range of the primary curriculum, but all the subjects listed must be covered. This approach should enable them to meet the variety of demands likely to be made of a newly qualified teacher.

There are similarities in the way history and geography are organised and taught in terms of their thematic nature, the use of evidence and the cross subject links which can be made, and these two could be grouped. Trainees need to have a good understanding of ICT to ensure that they can help learners make progress in their use of ICT. Additional guidance on trainees' knowledge of how to use ICT is provided in the guidance on S2.5.

In physical education, trainees will need to know how to make use of a variety of indoor and outdoor contexts, and how to use specialist resources, including apparatus and equipment, in ways that ensure the safety of learners engaged in physical activity. Art and design could be grouped with design and technology because they both involve practical work with tools and materials, sometimes with specialised equipment. In music, trainees need to cover how learners develop musical skills relating to the control, manipulation and presentation of sound, including singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music.

Welsh as a second language is included as this is required in non-Welsh-speaking schools or classes; trainees, with support from an experienced colleague where necessary and with the benefit of extra courses to learn or improve their Welsh, should have sufficient understanding to be able to plan some lessons. Trainees should be aware of the *Personal and Social Education Framework for 7 to 19-year-olds in Wales* and the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales* and have sufficient understanding to be able to plan some lessons in personal and social education and religious education.

In some or all of the non-core subjects, trainees may need guidance and support from a more knowledgeable or experienced colleague. Trainees should have sufficient knowledge to prepare several lessons in the relevant subject, and to be able to make appropriate selections from or to adapt existing subject-based resources. They should be confident about how they could improve their subject knowledge and make good use of resources that are available to support them, including the help of subject leaders and experienced teachers. Trainees should not be expected to demonstrate subject knowledge and understanding to teach all aspects of the Programme of Study in the non-core subjects. Their knowledge should be sufficient to provide them with a foundation to teach learners in the age range for which they are trained, with support from an experienced teacher where appropriate.

For the third area, trainees must show that they know and understand the most recent national guidance on thinking, communication, ICT and number skills, for example that set out in the *Skills Framework for 3-to-19 year olds in Wales*. This should be sufficiently secure to provide firm support to trainees' ability to teach independently and competently. As a guide, this is likely to involve trainees demonstrating sufficient knowledge and understanding of the guidance to support trainees' ability to teach learners of all abilities including the most able in the age range for which they are trained to teach.

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on S3.3.2(b) and Requirement R2.4 (training for two Key Stages).

Evidence relevant to meeting the Standard

The introduction to S2.1 explains how trainees' classroom practice can provide evidence of their subject knowledge in any phase / key stage. Assessors may also find trainees demonstrate subject knowledge when they discuss curriculum links between the phases / key stages. In addition to this, relevant subject knowledge could be demonstrated through trainees' subject-related study, either before or during their training. Assessors will need to consider how well trainees understand the guidance and expectations of the National Curriculum; evidence of subject knowledge in relation to mathematics and English or Welsh may be demonstrated in how well trainees are able to apply the most recent national guidance on communication and number skills in their teaching.

**To gain QTS,
trainees must
show that: ...**

S2.1(c) Key Stage 3

The Standard

To gain QTS, trainees must show that:

- i. they know and understand the relevant National Curriculum Programme(s) of Study and the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the Skills Framework for 3 to 19-year-olds in Wales; and*
- ii. if they are qualifying to teach one or more of the core subjects, they are familiar with the principles of Aiming for Excellence in Key Stage 3 and with the subsequent guidance materials Raising Standards in Literacy and Numeracy; Raising Standards in Information and Communication Technology; and Raising Standards: Transition from Key Stage 2 to Key Stage 3.*

Scope

Teachers working in the secondary age range are predominantly subject specialists, though they also contribute to cross-curricular work. They need to be familiar with the principles of *Aiming for Excellence in Key Stage 3* because they are likely to implement aspects of it in the schools in which they work.

This Standard covers the breadth of the subject knowledge trainees need, and reflects the range of work that they may be asked to undertake. The level of subject knowledge in relation to trainees' subject specialism should be degree-equivalent, and should enable them to teach the relevant learners' curriculum. For most trainees, the range of subject knowledge required will be set out in the National Curriculum Programme of Study. Exceptionally, a trainee may be covering a subject for which there is no Programme of Study, for example classics, where they will need to show degree-level subject knowledge as it relates to a relevant Key Stage 3 scheme of work.

At the end of their training, trainees on programmes covering Key Stage 3 science are expected to know enough science to be able to teach all the science specified in the learners' National Curriculum at Key Stage 3.

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on S3.3.2(c) and Requirement R2.4 (training for two Key Stages).

Evidence relevant to meeting the Standard

The introduction to S2.1 explains how trainees' classroom practice can provide evidence of their subject knowledge in any key stage. In addition to this, relevant subject knowledge could be demonstrated through trainees' degree-level study, either before or during their training. Assessors will also wish to consider how well trainees understand the principles of *Aiming for Excellence in Key Stage 3* and are able to apply the methods, expectations and objectives of the Key Stage 3 guidance as it relates to their subject specialism, as well as the guidance and expectations of the National Curriculum.

S2.1(d) Key Stage 4 and post-16

The Standard

To gain QTS, trainees must show that:

- i. if their courses cover Key Stage 4, they know and understand the relevant National Curriculum Programme(s) of Study;*
- ii. they are aware of the collaborative local curriculum providing choice and progression through the 14-19 phase in school, college and work-based settings;*
- iii. they are aware that Learning Pathways include programmes from the local curriculum, the statutory National Curriculum requirements at Key Stage 4, the Learning Core and wider experiences;*
- iv. they know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the Skills Framework for 3 to 19-year-olds in Wales;*
- v. they are familiar with the National Qualifications Frameworks;*
- vi. they know the progression within and from their own subject and the range of qualifications to which their subject contributes; and*
- vii. they understand how courses are combined in learners' curricula.*

**To gain QTS,
trainees must
show that
they: ...**

Scope

The 14-19 curriculum has been undergoing change and trainees need to be able to adapt to these changes. For example, a broader range of subject options has been introduced at Key Stage 4 which will include options at other settings. Trainees will need to be aware of the requirements of new vocational or applied subjects. Trainees also need to be aware of the different contexts in which students can learn, as well as the common features of post-14 education. This will include familiarity with the range of curriculum options available to students, and the major implications of the choices offered to students, for example how students select and put together a coherent programme that meets their needs. Trainees should be sufficiently familiar with the Key Skills specifications to plan opportunities for students to develop and apply them.

At the end of their training, trainees on programmes covering Key Stage 4 science are expected to know enough science to be able to teach at least one science specialism (chosen from biology, chemistry or physics), within a broad and balanced science GCSE. Trainees on programmes covering post-16 are expected to know enough science to be able to teach one science specialism to learners taking post-16 qualifications. Trainees are not expected to be experts in all aspects of the 14-19 curriculum or to have sufficient subject knowledge to deliver all the Key Skills to the full age and ability range.

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on S3.3.2d and Requirement R2.4 (training for two Key Stages).

Evidence relevant to meeting the Standard

The introduction to S2.1 explains how trainees' classroom practice can provide evidence of their subject knowledge in any Key Stage. Additional subject knowledge relevant to this age phase could be demonstrated during discussions with careers teachers, employers and others involved in learners' work-related learning. Trainees' work with learners outside their classes may also provide evidence of subject knowledge, for example in helping learners to complete UCAS forms, in selecting their post-14 curriculum, or in suggesting further reading or web-based research that will challenge learners of all abilities, including the most able. Further opportunities will arise in trainees' marking of learners' homework, setting subject-based targets for learners, and planning and evaluating out-of-school learning activities.

Trainees' work with other teaching staff, such as the Key Skills co-ordinator, sixth form tutors, and vocational curriculum co-ordinators, provides opportunities for trainees to demonstrate their knowledge of the learners' curriculum as it relates to their subject. In some cases this can be supplemented through trainees reporting on visits to sixth form colleges, further education colleges, local employers, and settings where learners undertake work-related learning or study part-time alongside their school-based work.

To gain QTS, trainees must show that they know and understand the National Curriculum aims and guidelines; in particular: ...

S2.2 National Curriculum aims and guidelines

The Standard

To gain QTS, trainees must show that they know and understand the National Curriculum aims and guidelines; in particular:

- i. they know and understand the requirements and entitlements set out in the Including all Learners statement that appears at the beginning of each National Curriculum subject order and framework;*
- ii. they know and understand the values, aims and purposes and the general teaching requirements set out in Making the most of learning - implementing the revised curriculum, the Skills Framework for 3 to 19 year olds in Wales and Skills across the curriculum;*
- iii. as relevant to the age range they are trained to teach, they understand that, in Wales, learners aged 7-14 should be given opportunities, where appropriate, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (the Curriculum Cymreig) and learners aged 14-19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole (Wales, Europe and the World);*
- iv. as relevant to the age range they are trained to teach they are familiar with the Personal and Social Education Framework for 7 to 19-year-olds in Wales, Careers and the world of work: a framework for 11 to 19-year-olds in Wales and the locally agreed syllabus for religious education;*
- v. they are familiar with the most recent national guidance on education for sustainable development and global citizenship.*

Scope

It is important for trainees to understand that the National Curriculum has been designed to do more than set out the skills and range for each National Curriculum subject and includes

preparing learners for the opportunities, responsibilities and experiences of life outside school.

While this Standard does not require trainees to have detailed knowledge of the National Curriculum, it does expect them to understand important aspects of its design and content. These include the “Including all Learners” statement in the National Curriculum, which clarifies learner entitlement and schools’ responsibilities and how it provides flexibility to enable teachers to select content from earlier key stage programmes of study, if this is appropriate to the needs of individual learners; and the importance of learners developing and applying thinking, communication, ICT and number skills through their study of all National Curriculum subjects. This understanding should be sufficient to ensure that trainees are confident they can reflect these aspects in their lesson planning and teaching.

As relevant to the age range they are trained to teach, trainee teachers need to know the five aspects of the Curriculum Cymreig (cultural, economic, environmental, historical and linguistic) and four aspects of Wales, Europe and the World (political, social, economic and cultural) and that teachers should look for relevant and meaningful opportunities so that learners’ studies can be placed in a Welsh context wherever this is desirable, possible and productive.

Although trainees may not teach personal and social education (PSE) or careers and the world of work (CWW), they are expected to be familiar with the guidance relevant to the phase and age ranges they are training to teach. Trainees should also understand that it is important for learners to develop and apply learning related to PSE and sustainable development and global citizenship through their study of the Foundation Phase areas of learning and all National Curriculum subjects.

Evidence relevant to meeting the Standard

The first three parts of this Standard will be demonstrated in trainees’ day-to-day work in school, including their planning and

their teaching. Occasionally, assessors may need to seek further evidence of trainees' achievement, and in these situations this could come, for example, from specific tasks and assignments, trainees' work with learners outside the classroom, and discussions with school curriculum planners and SEN co-ordinators. For the second part of this standard, assessors may wish to consider how far trainees are able to identify ways to promote the Curriculum Cymreig / Wales, Europe and the World as part of Curriculum development in all subjects; and how well they can integrate the Curriculum Cymreig / Wales, Europe and the World in curriculum work, including extra-curricular activities, rather than considering it as additional content to provide subjects with a Welsh flavour.

The ways in which trainees could demonstrate their familiarity with guidance on PSE, CWW, and sustainable development and global citizenship will vary according to the context in which they are trained. These include records of their research, and work relating to their reading of relevant Welsh Assembly Government publications. In some cases trainees may integrate aspects of these areas into the teaching of their subject(s) by working with a tutor or class group, by contributing to whole school and off-timetable activities, or by contributing to out-of-classroom activities involving school co-ordinators, the local community and employers.

When judging trainees' knowledge, assessors may wish to consider, for example: is the trainee familiar with the place of PSE, CWW, and sustainable development and global citizenship in the general teaching requirements of the National Curriculum? Is the trainee familiar with some of the ways in which PSE, CWW, sustainable development and global citizenship might support learning? Is the trainee familiar with aspects of sex and relationship and drugs education? Do they know how PSE, CWW, sustainable development and global citizenship might reduce health inequalities and promote inclusion, participation and action? Do trainees understand how learners' participation in the day-to-day life of the school can be supported and developed?

To gain QTS, trainees must demonstrate that they are aware of ...

S2.3 Progression between stages

The Standard

To gain QTS, trainees must demonstrate that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

Scope

To be fully effective, planning and teaching for progression need to take account of learners' prior learning. Teaching benefits from a knowledge of what individuals have learned, how learning was organised in the previous Key Stage, and what individuals are likely to learn in the next Key Stage. This awareness allows teachers to pitch their expectations of learner attainment appropriately, to provide continuity in the curriculum, and to help learners adjust to and prepare for transfer between Key Stages.

This Standard does not require trainees to be experts in the Key Stages or phases before and after the ones they are trained to teach, or demonstrate extensive knowledge of transition and transfer issues. It does require them to show they are familiar with the general expectations and teaching arrangements in the phases of education to and from which learners transfer. Trainees' awareness will include issues of continuity and progression in terms of curriculum and pupil adjustment between the Key Stages, the standards of attainment expected of learners at the points of transfer, and the strategies that successful schools and individual teachers adopt to enable learners to make a smooth transition.

Evidence relevant to meeting the Standard

To gain the necessary awareness of the Key Stages before and after those covered by training, trainees do not have to complete a placement in the relevant phase. Visits by trainees and structured, focused discussions with teachers working in these Key Stages or phases could provide trainees with sufficient opportunities to

demonstrate their awareness. Evidence presented from trainees' reading and research may go some way to demonstrating the necessary awareness, but it is unlikely to be sufficient to meet the Standard. Trainees' observations from visits and contributions to discussions with, for example, those preparing learners for transitions, will also be useful sources of evidence.

To gain QTS, trainees must demonstrate that they understand ...

S2.4 How development affects learning

The Standard

To gain QTS, trainees must demonstrate that they understand how learners' physical, intellectual, linguistic, social, cultural and emotional development can affect their learning.

Scope

Teachers know the important contribution learners' development makes to their learning. They know that learners come to school with different learning needs and that they do not all have the same predisposition to learn: some are well motivated; some have uncertain attitudes to school and schooling; others are reticent or unwilling to demonstrate their enthusiasm to learn.

Teachers understand that there is much they need to know and consider to ensure their teaching recognises, respects and responds to the complex factors which influence individual learners' ability to learn.

Trainees need to have sufficient understanding of some of these factors to take account of and respond to individual learners' needs, to plan lessons sensitively, and to teach in an inclusive way that recognises learners have different motivations to learn and that they have different needs at different times.

With a large and growing body of knowledge and research underlying each factor affecting learners' learning, trainees cannot be expected to become experts in any one area. Their knowledge is more likely to be of a generalist nature, so that they know where to find detailed information when they need it, and to provide a sound foundation for their future training or study.

Evidence relevant to meeting the Standard

Trainees' knowledge in relation to this Standard will be evident in their teaching and lesson planning. Useful areas of focus for trainees would be the strategies they use for differentiation,

the approaches they take to organising groups, their selection of resources and their setting of learner targets. Trainees could also demonstrate their knowledge through written assignments, small-scale research activities and school-based tasks.

When judging trainees' knowledge, assessors may wish to consider the extent to which the trainees' work shows awareness of the following:

- the general pattern of physical development from infancy through adolescence;
- the ways in which factors in physical development can influence behaviour and self-perception;
- how cognitive development refers to intellectual processes including thinking, learning, problem solving and planning;
- that perceptual development is a cognitive activity, and that sensory impediments might impair attention and learning;
- the inter-relationship of language as a tool for communication and thinking, and the sequence of normal developments in early language acquisition;
- the ways in which adults interact with children to support the development of thinking, and that language is a means of representing, organising, using and applying knowledge;
- the contribution of a learner's social context and cultural and ethnic background to the development of self-concept, morals and values, as well as to the acquisition of knowledge, skills and understanding;
- the ways in which emotional development will enable the pupil to develop self-esteem, recognise feelings and exercise control over feelings;
- how a learner's temperament can affect learning;
- that adults' responses affect learners' emotional development.

The extent to which trainees need to be aware of some of these issues will vary according to the age range that they are training to teach.

Evidence for this Standard may also come from S1.1 (understanding everyone's learning needs), S3.1.2 (planning lessons), S3.1.3 (using resources), S3.2.5 (English or, as appropriate, Welsh as an additional language), S3.3.1 (high expectations), and S3.3.6 (taking account of diversity).

To gain QTS, trainees must demonstrate that they know how to ...

S2.5 Using information and communication technology (ICT)

The Standard

To gain QTS, trainees must demonstrate that they know how to use ICT effectively, both to teach their subject and to support their wider professional role.

Scope

ICT has an important role to play in most aspects of teachers' work in schools: in teaching and learning for individuals, small groups and whole classes; and in planning, assessment, evaluation, administration and management.

This Standard sets out two aspects of ICT competence that trainees can be expected to develop and demonstrate: how best to use ICT to teach the subject(s) they are trained to teach; and their own ICT skills, which will allow them, for example, to complete learners' records of progress, prepare resources for learners and keep to a minimum their administrative tasks. In each aspect, trainees' expertise should be such that they can easily identify opportunities to use ICT and know how to do so confidently and independently. This Standard does not require trainees to be ICT experts, or ICT co-ordinators.

ICT includes internet-aware computers and the relevant peripherals, e.g. CD-ROM, subject and professional software, projectors, interactive whiteboards, digital cameras, scanners, video, control and sensing technology and calculators.

Evidence relevant to meeting the Standard

Trainees will be able to demonstrate that they have met this Standard in a number of ways, mainly during their school-based training. Trainees' opportunities will be dependent on school software, hardware and access to the internet; and these may be limited for some trainees.

Trainees could demonstrate that they have met this Standard by explaining why they would have selected particular software (or hardware), how they would plan to use ICT as part of their subject teaching, and how they would prepare to respond to learners' different levels of confidence and expertise. Evidence of knowledge could also be gathered from, for example, the ways in which trainees record learners' progress and show how ICT has enhanced their learning; and trainees' ability to access resources and information from, for example, the National Grid for Learning Cymru (NGfL Cymru), and to select, customise and use these materials with learners.

In considering whether trainees know how to use ICT in their wider professional role, and are sufficiently secure in their ability to do this, assessors may wish to consider how well trainees use, for example, electronic mail, the internet, digital cameras and interactive whiteboards, and how they use ICT to record and report learners' progress, or organise out-of-school activities. Trainees' ability to transfer ICT expertise between software packages and media could provide further evidence of their confidence as users of ICT.

Evidence from S3.3.10 (using ICT in teaching) may also contribute to this Standard.

S2.6 Special Educational Needs (SEN)

The Standard

To gain QTS, trainees must demonstrate that they understand their responsibilities under the SEN Code of Practice for Wales and know how to seek advice from specialists on less common types of special educational needs.

Scope

To gain QTS, trainees must demonstrate that they understand their ...

Teachers' classes are likely to consist of learners with a range of ability, including those who have special educational needs (additional learning needs - ALN) and disabilities. For some learners, special arrangements may be made to enable them to overcome barriers to learning, have full access to the curriculum, and remain full members of the teacher's class.

This Standard requires trainees to be aware of their responsibilities, the legislative requirements relating to SEN (ALN) and disability, and the rationale for the inclusion of those with special educational needs and disabilities in mainstream education. This will involve an understanding of the graduated framework of identification, assessment and intervention set out in the SEN Code of Practice for Wales; the kinds of provision that might be made through school action, school action plus, or through a statement of special educational needs; and the role of the class or subject teacher within this framework.

In order to seek advice, trainees will need to be aware of the role of the Special Education Needs Co-ordinator (SENCO), and how an Individual Education Plan (IEP) is used as a planning and teaching tool. Trainees should know how to access the advice they need to support the learning needs of learners with SEN and disabilities, and be aware of the sources of advice likely to be available to them outside the school - for example, via the internet, from LEA SEN support services, special schools, health professionals and voluntary organisations. Trainees will not be expected to have the same level of expertise as experienced teachers or the SENCO, or to draw up an IEP independently.

Trainees should understand that a pupil with a disability or a medical condition or diagnosis may not necessarily have SEN as defined by law. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Trainees should be aware that some schools have Designated Person for Looked After Children. This role will become statutory on commencement of section 20 of the *Children and Young Persons Act 2008*.

Evidence relevant to meeting the Standard

Trainees' knowledge of learners with special educational needs and disabilities will come mainly from their work in schools, although other training activities could be used to supplement this. School-based evidence could include how trainees' plans take account of any learners in the class with IEPs or their teaching of specific learners with special educational needs, with or without the support of specialist staff. Trainees may also demonstrate their knowledge through discussion with tutors or a school's SENCO, contributing to school-based in-service training, or through responding to a case study of a child with special educational needs, showing that they are aware of the need to do this in confidence and with tact.

To gain QTS, trainees must demonstrate that they know a range of ...

S2.7 Promoting good behaviour

The Standard

To gain QTS, trainees must demonstrate that they know a range of strategies to promote good behaviour and establish a purposeful learning environment.

Scope

Individuals learn best in a purposeful learning environment. Teachers regularly use a range of strategies to interest and motivate learners, and to ensure learners remain on task, learn effectively and do not hinder the learning of others. It is important that trainees have the necessary knowledge to promote good behaviour so that all learners can make progress. If trainees do not know when particular strategies are effective, they will not be able to establish a purposeful learning environment.

This Standard requires trainees to demonstrate their knowledge of a range of strategies that promote good behaviour and are particularly appropriate for the age phase covered by training. This range is likely to include strategies that are effective in a wide range of school contexts.

Evidence relevant to meeting the Standard

Trainees' knowledge of how to establish and maintain environments that assist learners' learning will be evident in all that they do, and will underpin their planning, classroom interactions and most aspects of teaching. Most evidence for this Standard will be collected when making assessments against related Standards in the sections on Professional Values and Practice, and Teaching. Trainees might demonstrate their knowledge, as it applies to this Standard, through their awareness and implementation of school behaviour policies, the way they establish relationships with learners (this could include involving learners in the implementation of school behaviour policies and strategies) and adults, their choice of curriculum content and associated activities, their differentiation

strategies, their approach to grouping learners, and their choice of tasks and resources to support learning.

Trainees could also demonstrate their knowledge of effective behaviour management by the approaches they use in the classroom, for example: teaching assertively, maintaining a brisk pace to their lessons, setting and maintaining high expectations, using their voice effectively, using praise and encouragement, asking carefully formulated questions, and intervening in a timely way to maintain or refocus learners on task. In addition, trainees' work with classroom assistants and other adults could indicate they know how to deploy such support to establish a purposeful learning environment. Evidence of trainees' knowledge may also come from their discussions with tutors and peers, and their analysis of classroom management and organisational issues that arise during their own and observed teaching. This analysis and other reflections on their own teaching might contribute to written assignments that provide further evidence of trainees' knowledge.

Evidence relevant to meeting this Standard is likely to be closely related to evidence for S3.3.9 (managing behaviour). Evidence could also come from S1.2 (consideration for learners and mutual respect), S1.3 (inspiring learners), S3.2.2 (assessment to support learning), S3.2.4 (meeting learners' needs), S3.3.1 (high expectations), S3.3.3 (delivering effective lessons), and S3.3.14 (equal opportunities).

S3: Teaching

S3.1 Planning, expectations and targets

S3.1.1 Setting objectives

The Standard

To gain QTS, trainees must demonstrate that they set challenging teaching and learning objectives which are relevant to all learners in their classes. They base these on their knowledge of:

- a. the learners;*
- b. evidence of their past and current achievement;*
- c. the expected standards for learners of the relevant age range; and*
- d. the range and content of work relevant to learners in that age range.*

To gain QTS, trainees must demonstrate that they set challenging ...

Scope

Effective teaching is usually based on sound planning. This includes setting specific, suitable and relevant learning objectives. Teachers use evidence to inform the objectives they set, and express the objectives in a way that can be readily explained to learners.

This Standard requires trainees to set objectives based on their knowledge of learners and their achievements; they acquire this knowledge from discussions with others who have taught the learners they are teaching, existing records and their own direct contact with learners. Trainees are expected to demonstrate that they can use knowledge of the expected standards for the age range they are teaching to inform the setting of objectives. They need to show that they can apply knowledge of the National Curriculum and related frameworks and of national qualifications to their objective-setting, and need to set relevant learning objectives that are specific and achievable, take account of the range of learners in their classes and will support assessment of their learning.

Evidence relevant to meeting the Standard

The main source of evidence will be trainees' lesson plans and their teaching. Plans will show how well they formulate teaching and learning objectives for whole classes and, where appropriate, for groups of learners or for individual learners within a class. Direct observations of teaching and learners' responses will provide evidence of how well the objectives are matched to the learners. Observation reports which comment on the clarity, appropriateness and viability of the learning objectives and on the way these are conveyed to learners will also provide evidence for meeting this Standard.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee link learning objectives to national expectations as expressed, for example, in National Curriculum levels, or in foundation and higher levels at GCSE? To what extent has the trainee taken account of the learners' prior achievements as identified in discussions with teachers, records of assessment and previous lesson evaluations? Do the objectives take account of a range of needs and attainment?

S3.1.2 Planning lessons

The Standard

To gain QTS, trainees must demonstrate that they use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess learners' knowledge, skills and understanding. They take account of and support learners' varying needs so that all those they teach can make good progress.

Scope

To gain QTS, trainees must demonstrate that they use these ...

To ensure learners make good progress, teachers need to be able to plan sequences of lessons designed to extend learners' knowledge, skills and understanding over a period of time. To do this successfully for all learners requires planning for assessment so that learners' developing understanding, knowledge and skills can be checked, and so that all learners within the class are able to learn.

Trainees will need to show that they can use assessment criteria that address the intended learning, and that they can relate their strategies for assessing learners' progress to their identified objectives. Trainees need to demonstrate that they recognise that the needs of groups of learners might be different.

Evidence relevant to meeting the Standard

To support their planning, trainees might refer to the school's existing planning materials or to published materials and schemes of work. Key evidence for meeting this Standard will be lesson plans that have clear objectives, relevant content and well-sequenced activities, and that are tailored to the age and ability range of the class. Reports of lesson observations which comment on trainees' planning of content, time, resources and activities, and on how well these worked in practice, might be a source of evidence. Planning to take account of varying needs and achievements in relation to factors such as gender and ethnicity may be evident in, for example, selection of resources, nature of tasks and activities, and the organisation of groups.

Trainees' plans for the use of classroom assistants to support learners for whom the language or form of language of their home is different from the language in which they are being taught, for example, might be a source of evidence for the achievement of this Standard. Trainees' oral and written evaluations of lessons will provide evidence, especially where they recognise that learners have not, or have only partly, learned what was intended, and that correction, further explanation, more examples or more practice are needed. Evidence for meeting this Standard might also come from trainees' records of their assessments of learners' work, and conclusions they have drawn from these and from discussion with learners themselves about progress and any need for consolidation or individual support.

S3.1.3 Using resources

The Standard

To gain QTS, trainees must demonstrate that they select and prepare resources, and plan for their safe and effective organisation, taking account of learners' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

Scope

To gain QTS, trainees must demonstrate that they select ...

Teachers need to select, prepare and manage resources in ways that best support the learning of all those they teach, whether they are, for example, boys or girls, learners from minority ethnic groups or those for whom the language or form of language of their home is different from the language in which they are being taught. Resources that are of interest to learners are more likely to motivate them to learn. Teachers also need to ensure that resources are safe, and that learners know how to use them safely. Trainees need to be able to select from available resources such as books and other published materials, museum and gallery resources, visual aids, tools, specialist equipment, artefacts and software, and also show that they are able to prepare their own resources where necessary. Trainees need to be able to use the advice and support of colleagues in their selection, preparation and use of resources. Trainees should also be aware that support staff should be deployed to carry out aspects of resource management which do not require the professional skills and experience of a teacher.

Evidence relevant to meeting the Standard

Lesson plans, observation reports and direct observation of teaching will provide evidence of the quality of trainees' selection and preparation of resources, and the extent to which they are able to choose or devise resources that interest learners and stimulate their learning. Observation of lessons will show whether the trainees use resources safely and whether they teach learners to handle resources so as to ensure their own health and safety and that of

others. This will also provide evidence for meeting S3.3.8 (safe and effective use of resources).

In subjects such as science, technology or ICT, planning for the use of resources might require trainees to be able to liaise closely with technicians. Primary trainees may work with early years assistants to plan the use of resources for play. Trainees may work at any stage with school librarians who can advise on choice of books, or with support staff for those for whom the language or form of language of their home is different from the language in which they are being taught who can advise on, for example, the use of bilingual texts and other resources.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee select and use resources appropriate for speakers of languages other than English or Welsh as a first language, and to reflect cultural diversity having due regard to the Curriculum Cymreig, for example? Can the trainee recognise poor, unsafe or unsuitable resources and adapt or replace them with more appropriate ones? Is the trainee able to recognise bias and stereotyping in text and image-based resources? Can the trainee establish clear routines with the learners for getting out equipment, using it safely and putting it away? Does the trainee liaise with other adults and support staff, where necessary, to help in planning for the use of resources to support learning? Does the trainee consult with learners about their views on different resources and their impact on their learning and development?

To gain QTS, trainees must demonstrate that they take part in, ...

S3.1.4 Working in teams

The Standard

To gain QTS, trainees must demonstrate that they take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support learning in children and young people.

Scope

Teaching and learning can be more effective when teachers and other adults work together when both planning and interacting with learners. Additional adults are increasingly making a valuable contribution to learners' knowledge, skills and understanding, and their deployment needs to be planned so that support for individual learners and groups of learners can be targeted effectively and efficiently.

This Standard requires trainees to show that they can contribute to planning when working with colleagues. Where applicable, they will need to show in their planning that they recognise how additional adults might be deployed effectively to support learners' progress.

Evidence relevant to meeting the Standard

Trainees might make specific contributions to planning when working with subject or year group teachers and teaching assistants, or during in-service training sessions. They might contribute to identifying or devising suitable resources to support teaching in their own and others' classes. In their lesson planning or in their evaluations of their own lessons and lessons they have observed, trainees will have the opportunity to demonstrate their awareness of the ways in which additional adults can be involved constructively in the classroom. These could include higher level teaching assistants or teaching assistants, foreign language assistants, school librarians, nursery assistants or parents and carers. Additional adults could be working with, for example, learners with special educational needs, learners for whom the language or form of language of their home is different from the language in

which they are being taught, children of asylum seekers, Gypsies or Travellers and learners on catch-up programmes, or could be supporting the class as a whole.

When judging trainees' teaching, assessors may wish to consider: can the trainee work with different teams and for different purposes? Can the trainee join constructively in professional discussion when planning or, for example, when discussing expectations and targets? Can the trainee ensure that all adults in the classroom are clear about their respective roles in the lesson and about how they can contribute to the positive management of learners' behaviour? Is the trainee aware of the role of other adults visiting from the community and external colleagues who make specific contributions to the curriculum, such as peripatetic music teachers or visiting speakers on, for example, drugs education, teenage pregnancy or the work of local groups and organisations? Is the trainee aware of the scope of a higher level teaching assistant's responsibilities in relation to that of a teacher and how these can be deployed as appropriate?

Evidence for this Standard could also contribute to S1.6 (working with others) and S3.1.3 (using resources).

To gain QTS, trainees must demonstrate that as relevant to the age ...

S3.1.5 Out-of-school learning

The Standard

To gain QTS, trainees must demonstrate that as relevant to the age range they are trained to teach, they are able to plan opportunities for those they teach to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

Scope

Valuable learning can take place in a wide range of out-of-school contexts. Teachers need to be able to plan to make the best use of these opportunities for learning, and recognise the additional value that they bring. Opportunities for learners to learn in other contexts will vary with the age range, the subject taught and the context in which trainees are working with learners.

To meet this Standard, trainees need to demonstrate that, with the help of other staff where appropriate, they can identify some out-of-school learning opportunities relevant to the intended learning objectives and the age range they are preparing to teach. They do not necessarily need to organise a visit. Trainees will need to demonstrate some awareness of health and safety issues relating to learning in out-of-school contexts.

Evidence relevant to meeting the Standard

Some trainees may have the opportunity to plan and carry out an out-of-school learning activity, and through this produce evidence of meeting this Standard. However, other trainees might demonstrate through written assignments that they know about and can identify stimulating out-of-school learning opportunities that could contribute to the planned curriculum. Discussions with school-based tutors might provide evidence of the extent to which the trainee is aware of ways of working constructively with on-site professionals before, during and after the event, and that they understand the organisational and administrative preparation needed for out-of-school learning opportunities.

**To gain QTS,
trainees must
demonstrate
that they make
appropriate ...**

S3.2 Monitoring and assessment

S3.2.1 Assessment strategies

The Standard

To gain QTS, trainees must demonstrate that they make appropriate use of a range of monitoring and assessment strategies to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

Scope

Teachers need a good understanding of how well learners have understood and learned what was intended so they know whether they are making sufficient progress. Trainees will benefit from knowing and using a range of strategies for finding out this information, and using their findings to adjust their planning and teaching in order to bring about improvement. This Standard expects trainees to make use of a range of methods to monitor the progress of learners. It is closely related to S3.1.1, which requires trainees to base their objectives on knowledge of learners' attainment, and S3.1.2, which requires trainees to plan for assessment.

Trainees will not be expected to evaluate the learning of all learners against all learning outcomes on all occasions. They might focus, for example, on a selection of learners, and show that they can evaluate the progress of these learners against learning objectives. Alternatively, trainees might evaluate the progress of all learners in the class against one or more specific learning objectives.

They will use assessment strategies both as they teach (see also S3.2.2) and as they reflect on and analyse learners' work during and between lessons and/or at the end of a unit of work. Trainees are expected to use their assessments of these learners' progress and attainment to inform their planning and teaching.

Evidence relevant to meeting the Standard

Trainees will have opportunities to demonstrate evidence for achieving this Standard in their planning over time, their teaching and record keeping, and through, for example, written evaluations of their teaching and discussions with their school-based tutors. During their training, trainees might use strategies such as observation, questioning, discussion and assessing and teacher feedback on learners' work, in order to evaluate progress towards planned learning objectives. Trainees might also make use of more structured assessment tasks - their own and those devised by others - during lessons and for homework purposes.

When judging trainees' teaching, assessors may wish to consider, for example: can trainees demonstrate planning of informal and more structured opportunities to help them evaluate learners' strengths, areas for development, progress and attainments? Do trainees base their judgements on sound evidence? Can trainees compile accurate assessment profiles of a selection of learners? Can trainees show how they use this information to inform their planning, both in their written plans and in discussion with school-based tutors? Are trainees able to set clear assessment criteria based upon learning objectives in line with the Welsh Assembly Government's Assessment for Learning Agenda?

To gain QTS, trainees must demonstrate that they monitor and ...

S3.2.2 Assessment to support learning

The Standard

To gain QTS, trainees must demonstrate that they monitor and assess as they teach, giving immediate and constructive feedback to support learners as they progress. They involve learners in reflecting on, evaluating and improving their own performance.

Scope

Teachers know that learners are likely to make more progress during lessons if they are given immediate feedback that identifies what they have or have not understood and learned, and that helps them to overcome difficulties. Learners also benefit from taking some responsibility for evaluating their own progress and deciding what and how they might improve.

This Standard is concerned with the way in which trainees integrate monitoring and assessment of learners' progress in their teaching. Trainees need to be able to recognise when learners are encountering difficulties, and show that they can address some of these difficulties in their interaction with learners. Trainees are expected to demonstrate that they are able to help learners take an active role in their own learning.

Evidence relevant to meeting the Standard

Trainees will show evidence of achieving this Standard in their teaching. They could demonstrate this through careful monitoring of learners' progress as the lesson proceeds, and providing feedback. Evidence may be found in how they use observation, targeted questioning, and discussion, and how they provide opportunities for learners to share their understanding during, for example, any plenary element of the lesson. Assessors may also find that discussion with learners is a rich source of evidence for this Standard.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee identify common misconceptions and intervene appropriately to support and guide learners'?

Can the trainee monitor, assess and give feedback when working in different contexts such as with individuals, with groups, or with the whole class? Can the trainee offer immediate feedback in order to reinforce learning, challenge learners' understanding, construct ways forward and refocus learners on task? Does feedback focus on attainment against the planned learning objectives and note strengths as well as areas for improvement?

In achieving the second part of this Standard, trainees might involve learners in assessing both their learning strategies and their performance. This might occur, for example, during the plenary stage of a lesson when learners share, discuss and compare the strategies they employed in solving a problem. Other approaches could include asking learners to evaluate a piece of their own written work, discussing and suggesting alternatives, or to evaluate a piece of art, responding to the comments of their peers.

**To gain QTS,
trainees must
demonstrate that
they are able ...**

S3.2.3 Assessment against national requirements

The Standard

To gain QTS, trainees must demonstrate that they are able to assess learners' progress accurately using, as relevant, the Foundation Phase Outcomes, National Curriculum level descriptions, National Curriculum outcomes, criteria from national qualifications, the requirements of awarding bodies or objectives from the relevant guidance. They may have guidance from an experienced teacher where appropriate.

Scope

Teachers need to be familiar with, and be able to apply accurately, the assessment criteria relevant to the work of the learners they teach in order to be able to assess the learners' progress against national benchmarks. This Standard recognises that trainees may need guidance from an experienced teacher in making and moderating their judgements. Trainees are not expected to make confident and accurate assessments independently at this stage of their professional development, but should be able to do so with support.

Evidence relevant to meeting the Standard

Trainees will demonstrate that they are able to make evidence-based and reasonable assessments against relevant criteria in the context of their work in classrooms and through their discussions with staff. In addition, trainees might demonstrate evidence of their ability to assess learners' attainment through written tasks and case studies using examples of learners' work. For the Foundation Phase, trainees will be able to demonstrate that they meet this Standard through familiarity with the structure and use of the *Framework for Children's Learning for 3 to 7-year-olds in Wales*. In schools they are likely to provide further evidence through their contribution to any on-entry assessment schemes that have been adopted by the schools, and in discussions with experienced colleagues about standardising, moderating and interpreting their assessments.

For the Foundation Phase, Key Stages 1, 2 and 3 and for learners aged 14-19, trainees will be able to demonstrate that they have met this Standard through their knowledge of the national curriculum level descriptions and use of optional resources to assess learners in the relevant key stages. They might provide further evidence by becoming involved in the statutory assessment arrangements for learners; this will give them opportunities to demonstrate their skills in applying the relevant assessment criteria, and discussions with experienced colleagues will give them opportunities to demonstrate that they understand how to standardise, moderate and interpret their assessments. However, assessors should note that this Standard requires trainees to demonstrate they are able to assess learners' progress against national criteria.

To gain QTS, trainees must demonstrate that they identify and ...

S3.2.4 Meeting learners' needs

The Standard

To gain QTS, trainees must demonstrate that they identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

Scope

Teachers need to support all learners to achieve their potential and the standard of which they are capable. This Standard is concerned with trainees' ability to use assessment evidence to identify learners' personal learning needs across a wide ability range and know how to provide support to help meet these needs. Trainees might need to refer to an experienced teacher to check their assessments and, if necessary, to gain further information about learners and their needs, and about appropriate assessment and support strategies.

Evidence relevant to meeting the Standard

This Standard will be demonstrated in school and other contexts through trainees' abilities to assess learners' performance and note mismatches relative to age-related expectations, including their ability to recognise more able and talented learners and identify their strengths. For example, trainees might use classroom observation to assess attention and concentration, to note how a particular pupil works with others, and to identify simple explanatory patterns behind behaviour or learning difficulties such as extreme shyness, withdrawn behaviour in certain contexts, or poor concentration.

When judging trainees' teaching, assessors might consider: does the trainee seek information from the learners themselves, and from colleagues such as the SEN co-ordinator or teaching assistants to gain insights, where necessary, into learners' strengths or difficulties? Can the trainee identify the contexts in which learners

learn effectively, and use these to help planning and teaching, drawing on guidance from experienced staff where appropriate? Does the trainee demonstrate in their teaching that they can, with support, employ appropriate teaching strategies and devise tasks and activities to support the learning of both the more able and talented and those working below age-related expectations? Is the trainees aware that some schools have a Designated Person for Looked After Children (this role will become statutory on commencement of section 20 of the Children and Young Persons Act 2008); and that looked after children may also receive additional support via a Learning Coach and that teachers may need to liaise with the Learning Coach to maximise learning or point out gaps that need to be covered to reduce regression in learning following a transfer to a new school or new community.

S3.2.5 English or Welsh as an additional language

The Standard

To gain QTS, trainees must demonstrate that, with the help of an experienced teacher, they can identify the levels of attainment of those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

To gain QTS, trainees must demonstrate that, with the help of an ...

Scope

All teachers in the course of their careers can expect to teach classes through the medium of English or Welsh where some learners do not have these as their first language. In order to ensure that these learners achieve the standard of which they are capable, teachers need to be able to identify their levels of attainment and to provide support that will improve learners' language skills and help them to learn.

Trainees need to show that, with the help of an experienced teacher, they could assess the levels of attainment of learners for whom English or Welsh is the language in which they are being taught and is different from the language or form of language of their home. They will need to be able to identify tasks and activities that take account of learners' language needs and that are intellectually demanding and appropriate to the learners' assessed levels of attainment.

The Standard does not require trainees to teach learners for whom English or Welsh is the language in which they are being taught and is different from the language or form of language of their home. The Standard requires trainees to demonstrate their skills in respect of English or Welsh, but not both. The Standard does not include learners learning Welsh as a second language in non-Welsh medium schools.

Evidence relevant to meeting the Standard

Some trainees will be able to demonstrate that they have met this Standard through their direct work with learners for whom English or Welsh is the language in which they are being taught and is different from the language or form of language of their home. Others will not have an opportunity for such direct work and may meet the Standard through using video and exemplification materials, through contributions to discussion with specialist teachers and advisers, and through working with case study data.

In schools, trainees may have the opportunity to demonstrate their awareness of how to work effectively and co-operatively with specialist staff, including bilingual assistants, in planning, supporting and monitoring learners' work. Evidence might also come from trainees' planning of differentiated tasks which do not depend entirely on English or Welsh language fluency. For example, trainees might plan to make use of the pupil's first language, visual aids and diagrams, physical activity, and co-operative work with peers who share the same language. Other evidence may come from their use of resources to support learners for whom English or Welsh is the language in which they are being taught and is different from the language or form of language of their home and the preparations they undertake with teaching assistants.

To gain QTS, trainees must demonstrate that they record learners'

S3.2.6 Recording progress

The Standard

To gain QTS, trainees must demonstrate that they record learners' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help learners review their own progress and to inform planning.

Scope

Teachers need to ensure continuity and progression in teaching and learning, to be able to report on individual learners' progress and attainment and to make comparisons with previous achievement and expected standards. In order to do this they need to keep records that provide relevant information for the learners they teach. This information can then be used by teachers to inform future planning and teaching, and to encourage learners to think about their own achievements.

This Standard requires trainees to understand the nature and purposes of learners' records. It also requires trainees to record learners' progress and achievement regularly and systematically in ways that enable the records to be used for planning, evaluation, reporting, by other colleagues (for example at points of transfer), and with learners to help them review their own progress. This Standard does not require trainees to keep full and detailed records either for the whole class, or for all of the classes that they teach. It does require them to compile some detailed records of progress and achievement and to use these directly with the learners concerned.

Evidence relevant to meeting the Standard

Trainees might demonstrate evidence of meeting this Standard by making effective use of the school's existing record keeping systems. Alternatively, trainees may construct their own simple, manageable record keeping systems that draw on a range of

sources of evidence and show clearly how well learners have understood and completed work set for them.

When judging trainees' teaching, assessors may find it helpful to consider, for example: do the trainee's records provide a basis for setting or reviewing learning objectives? Do records enable clear feedback to be given to learners on strengths and areas for improvement in their work, celebrating achievements and helping learners to know what they need to do and how they can improve? Are the trainee's records easily understood by other colleagues who need to know in some detail about learners' progress and levels of achievement? Do their records provide a sound basis on which they, or others, can draw to present accurate reports on learners' progress and attainment?

To gain QTS, trainees must demonstrate that they are able to ...

S3.2.7 Reporting to parents and others

The Standard

To gain QTS, trainees must demonstrate that they are able to use records as a basis for reporting on learners' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and learners.

Scope

Parents and carers have an important part to play in the education of their children, and they have a right to know and be consulted about their children's progress and attainment. Schools are required to report on learners' progress and attainment to parents and carers and on occasions to other professionals. In order to do this, teachers need to be able to provide information that can be clearly communicated and is based on sound, relevant and accurate evidence.

This Standard requires trainees to understand the statutory requirements for reporting on learners' progress, and to be familiar with the reporting procedures used by schools. Trainees will need to show that they can use their own records and, where appropriate, those of others, to derive sound, evidence-based information for reporting to learners, parents, carers and other professionals. The Standard does not require trainees to report to parents or others on learners' progress.

Evidence relevant to meeting the Standard

Trainees will need to show that they know what information on progress parents and carers are entitled to by law, including information on both national and teacher assessments. This evidence may be drawn from, for example, their discussions with school-based tutors, or from examples of draft reports that they have written based on the records of some of the learners that they have taught. Trainees might also, with support, and if the opportunity arises, report orally to parents and carers on the progress of their children. Trainees will need to show that they are

able to report on learners' progress, should the need arise, to other professionals such as SEN co-ordinators, educational psychologists and other colleagues when learners change classes or transfer to a different school.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee, through real or simulated experiences, show that they can present reports both orally and in writing that communicate clearly, coherently and accurately? Can they communicate information on learners' progress, attitude and behaviour in an appropriate style for a professional audience, for parents, carers, learners, and in ways designed to help the learner progress? Evidence relevant to meeting this Standard will also be relevant to meeting S1.4 (communication with parents and carers).

S3:3 Teaching and class management

S3.3.1 High expectations

The Standard

To gain QTS, trainees must demonstrate that they have high expectations of learners and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where learners feel secure and confident.

To gain QTS, trainees must demonstrate that they have high ...

Scope

Teachers are more likely to be able to raise learners' achievement when they have established positive professional relationships with them, and maintain high expectations. To succeed, they need to create a purposeful and safe atmosphere where learners respect each other and co-operate well. Learners are more likely to thrive educationally if they feel that they are valued equally, that their views are taken into account and are confident that they will be supported by their teachers and their peers.

Evidence relevant to meeting the Standard

Trainees might demonstrate evidence of the achievement of this Standard in all aspects of their teaching and other work with learners. Observations of trainees' teaching will provide a range of evidence of their ability to make expectations clear and to challenge all learners. Important indicators of trainees' successful achievement of this Standard will come from learners' responses, the ways in which learners work together, and their confidence and use of initiative.

When judging trainees' teaching, assessors may wish to consider, for example: has the trainee planned work for learners at a suitably high level in relation to age and ability and to external standards such as National Curriculum level descriptions? Has the trainee planned to meet diverse needs? Can the trainee encourage learners to expand on topics; to express their views on different issues;

and to reflect on, evaluate and learn from their mistakes? Can the trainee resolve conflicts and individual learning problems quietly and sensitively to protect learners' self-esteem? Does the trainee succeed in teaching learners to co-operate, collaborate and listen to others? Is the trainee able to use techniques such as praise or individual attention to develop learners' confidence? Do learners show respect and sensitivity in their relationships with each other and in their responses to the trainee? Can the trainee demonstrate that learners' views are valued and taken into account?

This Standard is closely linked to many others in the teaching and class management section, for example S3.1.1 (setting objectives), S3.3.3 (delivering effective lessons), S3.3.6 (taking account of diversity), S3.3.9 (behaviour management), and S3.3.14 (equal opportunities). It is also closely linked to the monitoring and assessment standards, particularly S3.2.2 (assessment to support learning) and S3.2.4 (meeting learners' needs). Evidence from this Standard could contribute to assessment against S1.1 (understanding everyone's learning needs) and S1.2 (consideration for learners and mutual respect).

To gain QTS, trainees must demonstrate that they can teach the ...

S3.3.2(a) The Foundation Phase

The Standard

To gain QTS, trainees must demonstrate that they can teach the required or expected skills, knowledge and understanding relevant to the curriculum for learners in the age range for which they are trained.

Those qualifying to teach Foundation Phase children teach competently and independently the seven areas of learning that form the Foundation Phase curriculum and which are covered in the Framework for Children's Learning for 3 to 7-year-olds in Wales.

Scope

This Standard requires trainees to show that they can teach all seven areas of the *Framework for Children's Learning for 3 to 7-year-olds in Wales*. They need to be able to teach large groups as well as small groups and individuals, providing an appropriate balance of adult-led and child-initiated learning, and grouping learners in ways appropriate to their ages and levels of development. The Standard requires trainees to teach the required elements of the curriculum both competently and independently.

Evidence relevant to meeting the Standard

Guidance on evidence for this Standard should be read in conjunction with guidance on subject knowledge (S2.1(a)) and guidance on teaching across two key stages (Requirement R2.4).

The quality of trainees' teaching and interactions with children in relation to each of the seven areas of learning will be a key source of evidence. When judging trainees' teaching, assessors may wish to consider, for example, whether the trainee can:

- contribute to learners' personal and social development, well-being and cultural diversity by providing them with opportunities to talk about their experiences, including sharing familiar and new cultural experiences

- support learners' development of language, literacy and communication skills by providing opportunities for language, reading and writing skills to be developed together
- support learners' mathematical development by providing a wide range of practical activities involving problem solving, sequencing and classification
- support learners' Welsh language development by providing opportunities for them to hear incidental Welsh (such as rhymes, songs and greetings) and in short, structured sessions, basic question patterns which should be introduced into their play
- support learners' developing knowledge and understanding of the world by encouraging them to be curious about their environment
- support learners' physical development by providing them with a range of learning experiences that require them to use a range of physical skills whether playing indoors or outdoors
- support learners' creative development by providing opportunities for them to experiment with a wide range of material from which they can make choices.

Assessors might also wish to consider, for example: can the trainee use display to further children's learning? Is the trainee able to work closely with classroom assistants, colleagues, other professionals and with parents and carers to enable individual children to achieve their potential? The trainee's evaluations of teaching activities with tutors as part of personal target setting, or with colleagues as part of planning of future sessions, will also provide a valuable source of evidence.

To gain QTS, trainees must demonstrate that they can teach the ...

S3.3.2(b) Key Stage 2

The Standard

To gain QTS, trainees must demonstrate that they can teach the required or expected skills, knowledge and understanding relevant to the curriculum for learners in the age range for which they are trained, and as relevant to the age range they are trained to teach make appropriate use of the Curriculum Cymreig for learners aged 7-14.

Those qualifying to teach learners in Key Stage 2 teach the core subjects - mathematics, science, English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language) - competently and independently. They also teach a range of work across the following subjects:

- *history*
- *geography*
- *information and communication technology (ICT)*
- *art and design*
- *design and technology*
- *music*
- *physical education*
- *Welsh as a second language.*

independently, with advice from an experienced colleague where appropriate. All those qualifying to teach a subject at Key Stage 2 must be able to use the skills and learning covered in the Skills Framework for 3 to 19-year-olds in Wales in their teaching, as appropriate.

Scope

Most primary teachers have to take responsibility for teaching much of or the entire curriculum to a class. Newly qualified teachers need to be able to teach the core subjects competently and independently, but must also be capable of teaching across the range of non-core subjects.

In mathematics, science, and English or, as appropriate, Welsh, trainees will need to teach competently and independently the relevant parts of the National Curriculum Programmes of Study for these subjects, using the most recent national guidance on literacy and numeracy, for example that set out in the joint Welsh Office / Estyn framework documents *Raising Standards of Literacy in Primary Schools* and *Raising Standards of Numeracy in Primary Schools*. Assessors will need to be certain that the trainee can teach the full Programme of Study in each of the core subjects across the age and ability range they are training to teach.

Trainees will also need to show that they can teach a range of work across the non-core subjects specified in the Standard independently, with advice from an experienced colleague where this is appropriate. While trainees will lead the teaching of these subjects in their classrooms, their work will often be supported by other colleagues, for example, at the planning stage and when identifying objectives, differentiating tasks, selecting resources or assessing learners' progress. Trainees are not expected to teach, nor to be able to teach, the full Programme of Study in any of these subjects. They will need to teach some lessons in the relevant subject, selecting from or adapting existing schemes of work. The following offers examples of what trainees might demonstrate that they can do independently.

In history and geography, trainees might introduce a topic to the class, support learners in investigating and interrogating evidence, and teach a variety of ways of recording information through, for example, illustrations, timelines, maps and diagrams, graphs, and different writing forms.

In ICT, trainees might support learners' abilities to find things out, develop ideas and make things happen using a variety of presentation methods and ICT tools. They might teach learners to exchange and share information, review, modify and evaluate their work.

In art and design, and design and technology, trainees might teach learners to select and use a variety of materials, use tools and resources safely, and evaluate their own and others' work.

In physical education, trainees might use one or more of the activity areas to support learners in performing and using resources safely, developing and applying physical skills, acquiring some knowledge in relation to sport, physical activity and health, and appreciating and evaluating their own and others' performance.

In music, trainees might support learners to make links between their performing, composing and appraising activities, working as a class and in a smaller group.

Welsh as a second language is included as this is required in non Welsh-speaking schools or classes; trainees, with support from an experienced colleague where necessary and with the benefit of extra courses to learn or improve their Welsh, should have sufficient understanding to, for example, introduce common words or phrases through role-playing.

This Standard does not require trainees to teach personal and social education (PSE) or religious education, but trainees will benefit from the opportunity to do so. The vast majority of primary NQTs teach religious education when they take up a teaching post.

The opportunity for some trainees to teach a non-core subject may be limited. Trainees need to be able to teach across the age and ability range for which they are being trained but are not required to teach every year group or the full Programme of Study in a subject.

Evidence relevant to meeting the Standard

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on subject knowledge (S2.1(b)) and guidance on teaching across two Key Stages (Requirement R2.4).

Evidence for meeting this Standard will come primarily from observation of trainees' teaching, but also from planning, and trainees' oral and written evaluations of their teaching. It will also be found in the outcomes of learners' work - written, displayed or performed - and through the trainee's work with, for example, classroom assistants, colleagues, other professionals and with parents and carers. Examples of the trainee's ability to recognise when advice is needed in relation to teaching outside the core subjects might be demonstrated in discussions with the school-based tutor and other colleagues, or by the trainee's lesson evaluations, or use of a reflective diary.

S3.3.2(c) Key Stage 3

The Standard

To gain QTS, trainees must demonstrate that they can teach the required or expected skills, knowledge and understanding relevant to the curriculum for learners in the age range for which they are trained, and as relevant to the age range they are trained to teach make appropriate use of the Curriculum Cymreig for learners aged 7-14.

To gain QTS, trainees must demonstrate that they can teach the ...

Those qualifying to teach Key Stage 3 learners teach their specialist subject(s) competently and independently using the National Curriculum programmes of study for Key Stage 3 and the relevant guidance. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the Aiming for Excellence in Key Stage 3 guidance. All those qualifying to teach a subject at Key Stage 3 must be able to use the skills and learning covered in the Skills Framework for 3 to 19-year-olds in Wales in their teaching, as appropriate to their specialist subject.

Scope

Trainees preparing to teach in Key Stage 3 are expected to teach competently and independently the knowledge, understanding and skills relevant to their specialist subject(s). They are expected to demonstrate in their teaching a detailed knowledge and application of the relevant National Curriculum Programmes of Study and the relevant guidance. Trainees will need to demonstrate that they are able to use the common requirements specified in *Aiming for Excellence in Key Stage 3*. Trainees need to be able to teach across the age and ability range for which they are being trained but are not required to teach every year group or the full programme of study in a subject. At the end of their training, trainees on programmes whose training covers Key Stage 3 science are expected to be able to teach all the science specified in the National Curriculum for science at Key Stage 3.

Evidence relevant to meeting the Standard

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on subject knowledge (S2.1(c)) and guidance on teaching across key stages (Requirement R2.4).

Evidence for meeting this Standard will come primarily from observation of the trainees' teaching. It may also be seen in trainees' planning and their oral and written evaluations of their teaching, and will be found in the outcomes of learners' work: written, displayed or performed.

Trainees who meet this Standard will demonstrate that they can teach their specialist subject(s) competently and independently across Key Stage 3. All trainees will need to provide some evidence of subject work with a specific focus on the common requirements of the Key Stage 3 curriculum.

To gain QTS, trainees must demonstrate that they can teach the ...

S3.3.2(d) Key Stage 4 and post-16

The Standard

To gain QTS, trainees must demonstrate that they can teach the required or expected skills, knowledge and understanding relevant to the curriculum for learners in the age range for which they are trained, and make appropriate use of Wales, Europe and the World for learners aged 14-19.

Those qualifying to teach Key Stage 4 and post-16 learners teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum programmes of study and related schemes of work, or programmes specified for national qualifications (this could include work-related learning.) They also provide opportunities for learners to develop the skills and learning covered in the Skills Framework for 3 to 19-year-olds in Wales in their teaching, as appropriate to their specialist subject.

Scope

An increasing range of programmes and qualifications for the 14-19 age range is offered in schools, and trainees need to be prepared to teach across these. The Standard does not require the teaching of specific qualifications. Trainees might teach their specialist subject(s) through a range of vocational and general qualifications. To meet the Standard, trainees need to teach on at least one qualification programme in each relevant Key Stage.

Trainees are expected to teach their specialist subject(s) to learners in the age range for which they are training to teach. This means that, for example, business studies specialists training to teach Key Stage 4 and post-16 learners must teach the subject to learners in both Key Stages; mathematics specialists on 11-18 programmes must teach their subject to learners across the three Key Stages. However, trainees are not required to teach their subject to each and every year group.

The expectation to teach a subject or subjects across the training phase will apply to the vast majority of trainees. However, a very small minority of trainees may undertake training in a subject that is always or predominantly taught in only one Key Stage. Vocational qualifications and psychology are included in this category. Where it is demonstrably not possible for a trainee to teach a subject across at least two consecutive Key Stages, a related subject may be taught. For example, leisure and tourism may be related to geography or business studies, while engineering or manufacturing may be related to design and technology. In cases such as this, it is important that the trainee demonstrates achievement against all of the relevant knowledge and teaching standards in both subjects. Training plans will demonstrate clear evidence of the links between the elements of training in the related subjects.

At the end of their training, trainees on programmes covering Key Stage 4 science are expected to be able to teach at least one science specialism (chosen from biology, chemistry or physics), within a broad and balanced GCSE. Trainees on programmes covering post-16 are expected to be able to teach one science specialism to learners taking post-16 qualifications.

Evidence relevant to meeting the Standard

Guidance on the evidence relevant to meeting this Standard should be read in conjunction with guidance on subject knowledge (S2.1(d)) and guidance on teaching across two Key Stages (Requirement R2.4).

Evidence for meeting this Standard will come primarily from observation of the trainee's teaching, in a range of contexts, settings and year groups, and from the trainee's planning and oral and written evaluations of teaching. It will also be found in the outcomes of learners' work and in the trainee's records of assessment.

When judging trainees' teaching, assessors may wish to consider how well trainees intervene to support learners' learning and

progress, how well trainees deal with learners' errors and misconceptions, and the quality of trainees' feedback and use of assessment. Assessors may also look for evidence of trainees' ability to match teaching and learning strategies to learners' needs and the subject matter. Where appropriate, assessors may wish to consider trainees' ability to take account of what learners have achieved in the work-related curriculum. Evidence for the Key Skills aspect of this Standard will be found mainly in trainees' lesson plans. Trainees' teaching of their subject(s) will also provide assessors with opportunities to evaluate how well trainees integrate the Key Skills into their teaching.

To gain QTS, trainees must demonstrate that they teach clearly ...

S3.3.3 Delivering effective lessons

The Standard

To gain QTS, trainees must demonstrate that they teach clearly structured lessons or sequences of work which interest and motivate learners and which:

- a. make learning objectives clear to learners;*
- b. employ interactive teaching methods and collaborative group work; and*
- c. promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.*

Scope

Effective teachers know that learners are more likely to be motivated when they are interested in the tasks set, and when lessons are presented in a clear and structured way. Effective teachers also know that learners are more likely to engage in a lesson if they understand its purpose, can make decisions about how to tackle tasks, and can work individually or in groups appropriate to the purpose.

Under this Standard, trainees need to show that they can structure the lessons they teach in ways that interest and motivate learners. They will need to show that they can communicate their planned learning objectives to learners by giving clear explanations of the purposes of lessons, and that they can organise learners in groups that are fit for the purpose of the task set; and that their teaching methods encourage participation, active responses and independent thinking and learning.

Evidence relevant to meeting the Standard

Trainees' work in the classroom and learners' responses will provide evidence for the achievement of this Standard. Trainees, who routinely structure their lessons well, give good clear

explanations of the learning objectives and manage transitions efficiently, are providing evidence of meeting aspects of this Standard.

In addition, when judging trainees' teaching, assessors may wish to consider, for example: does the trainee support learners' understanding of the nature and purposes of the lesson through clear task setting and providing opportunities for questioning and clarification? Can the trainee employ interactive teaching methods to promote questioning, reflection, observation, critical thinking, evaluation of learners' own and others' work, discussion and dialogue? Can the trainee promote collaborative learning through careful task design and selection? Can the trainee increase learners' autonomy by teaching them to plan and manage their own work both in the classroom and through careful setting of homework tasks? Can the trainee teach learners to use information sources including CD and web-based resources independently? Does the trainee encourage learners to collaborate with others in projects, to monitor and self-correct as they work and set themselves targets?

S3.3.4 Differentiating teaching

The Standard

To gain QTS, trainees must demonstrate that they differentiate their teaching to meet the needs of learners, including the more able and talented, and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

Scope

To gain QTS, trainees must demonstrate that they differentiate their ...

However learners are grouped, teachers will find themselves working with a wide variety of learning needs and abilities, often in the same class. Teachers need to ensure that tasks are pitched at appropriate levels for all learners to learn and succeed. The ability to recognise and meet different needs is a significant aspect of good teaching.

Differentiating the content, pace and approach of teaching to meet the needs of different groups of learners is demanding. This Standard acknowledges that trainees may need help and guidance from an experienced teacher to be able to do this effectively.

Evidence relevant to meeting the Standard

Most evidence for this Standard will be based on trainees' planning and classroom teaching. In some contexts, trainees might show evidence of meeting the Standard by identifying learners who are falling behind, providing opportunities for them to catch up and consolidate, and by carefully directing the work of teaching assistants. If trainees work in a school that has learners with impaired vision or hearing, they might present evidence of how they differentiate their teaching to meet the needs of one or more such learners. Records of learners' progress provide trainees with the opportunity to explain how their teaching takes account of the Individual Education Plans of learners with special educational needs. In accounts of their teaching, trainees might give examples of how they adapt targets and tasks for particular learners including

the more able. Comments from, and discussions with, school-based tutors are also likely sources of evidence.

When judging trainees' teaching, assessors may wish to consider, for example: does the trainee set appropriately differentiated tasks for groups of learners? Does the trainee regularly monitor individual responses and use discussion and questioning to provide challenges at a variety of levels? Does the trainee respond to misconceptions in ways that help learners understand and self-correct? Can the trainee identify, with support and guidance where appropriate, more able and talented learners and their particular strengths, and does the trainee provide accelerated work in some areas?

S3.3.5 Supporting English or Welsh as an additional language

The Standard

To gain QTS, trainees must demonstrate that they are able to support those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

To gain QTS, trainees must demonstrate that they are able to ...

Scope

English or Welsh is the main medium of instruction in the primary and secondary curriculum in Wales. To learn effectively, learners for whom English or Welsh is different from the language or form of language of their home often need particular help with the spoken and written English or Welsh associated with the subject or topic being taught. The Standard does not include those learning Welsh as a second language in non-Welsh medium schools.

This Standard requires trainees to show that they could employ some practical strategies to support learners for whom English or Welsh is different from the language or form of language of their home. Trainees might need to work effectively with classroom assistants or with specialists to support these learners. The Standard does not require trainees to undertake such work, but they should show that they have examined the implications of teaching such learners with specialist assistance or input. Opportunities for trainees to work with learners for whom English or Welsh is different from the language or form of language of their home will vary with the circumstances of their training. The Standard does not require trainees to teach learners for whom English or Welsh is different from the language or form of language of their home.

Evidence relevant to meeting the Standard

Trainees might demonstrate that they meet this Standard by showing that they can analyse, with support, the English or Welsh language demands of tasks and activities set in relation to a

particular topic, and can establish a classroom environment in which learners develop their language and literacy skills. Evidence might take the form of trainees drawing on learners' knowledge and experience of language, including their home languages.

When judging trainees' teaching, assessors may wish to consider: can the trainee use carefully framed questions and explanations to establish learners' confidence in the English or Welsh they need for a particular purpose? Can the trainee provide learners with opportunities to work with a variety of other learners in a range of different groupings, ensuring that learners with English or Welsh being different from the language or form of language of their home are not inappropriately placed in groups for low-attaining learners? Where trainees do not have the opportunity to demonstrate evidence for meeting this Standard in their teaching, the analysis of, for example, video-based case studies of learners for whom English or Welsh is different from the language or form of language of their home or the preparation of resources might provide some evidence. This Standard is closely linked to S3.2.5 on the monitoring and assessment of learners for whom English or Welsh is different from the language or form of language of their home.

To gain QTS, trainees must demonstrate that they take account of ...

S3.3.6 Taking account of diversity

The Standard

To gain QTS, trainees must demonstrate that they take account of the varying interests, experiences and achievements of all those they teach to help learners make good progress.

Scope

All learners have a range of interests, experiences and achievements. When teachers take account of this in their teaching, learners are more likely to be motivated to engage in learning. Trainees will need to show some awareness of relationships between culture and ethnicity and learners' achievement, and of factors that can have different effects on the learning of boys and girls. In order to meet this Standard, trainees will need to demonstrate that they can find out about and take account of learners' interests, experiences and achievements to help individual learners to progress.

Evidence relevant to meeting the Standard

Most evidence for this Standard will be demonstrated by trainees in their teaching, including their planning and their interaction with learners, in their discussion of their teaching and in written evaluations of their lessons.

Assessors will need to take account of the range of contexts in which training takes place. When judging trainees' teaching, they may wish to consider, for example: is the trainee able to set tasks that are sufficiently open to enable learners to pursue and extend their own interests? Can the trainee provide supporting materials to give access to the curriculum for learners learning English or, as appropriate, Welsh, for whom those languages are different from the language or form of language of their home? Does the trainee avoid cultural stereotyping and reinforce positive messages about minority ethnic groups and cultures? Does the trainee value the experiences learners bring from their lives outside the classroom, including linguistic, ethnic and cultural differences?

Does the trainee encourage the use of home and shared languages to support learning? Does the trainee provide a range of texts and teaching materials that avoid cultural stereotyping and that reinforce positive messages about cultural and ethnic groups? Is the trainee able to demonstrate in their teaching, for example, careful task setting, choice of resources, well-chosen use of examples and the use of non-stereotypical vocabulary?

Evidence for this Standard could also come from S3.1.3 (using resources), S3.2.5 and S3.3.5 (English or, as appropriate, Welsh as an additional language), S3.3.1 (high expectations), and S3.3.14 (equal opportunities).

To gain QTS, trainees must demonstrate that they organise and ...

S3.3.7 Time management

The Standard

To gain QTS, trainees must demonstrate that they organise and manage teaching and learning time effectively.

Scope

Effective teachers maximise the time available to them and their learners for teaching and learning. They seek ways of making more efficient use of the time available to them in school and make judicious use of homework.

This Standard is about the effective use of teaching and learning time both in school and at home. Trainees will need to show, for example, that they can manage elements of lessons efficiently, such as introductions, transitions and conclusions. The Standard is also about managing learners, resources, activities, routines such as registration, and unplanned incidents or interruptions, in a way that protects teaching and learning time.

Evidence relevant to meeting the Standard

Trainees may demonstrate that they are achieving this Standard in a variety of ways. The trainee's lesson planning might provide evidence of the careful allocation of time to elements of the lesson, along with well-chosen tasks and activities that maximise the time available. It might also demonstrate the trainee's ability to match grouping strategy to the nature of the planned learning tasks and activities.

Evaluations might provide evidence of monitoring the balance of time spent on different tasks or activities against learning objectives, and recognition of any tendency to plan too much or too little for a particular group. Observation of trainees teaching classes in different Key Stages, and with learners varying in ability, will provide evidence of their ability to pace lessons in a variety of contexts.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee show that lessons generally run to plan, finish to time and cover the intended learning? Can the trainee manage unexpectedly quick progress through lessons by having a repertoire of relevant follow-up activities that might reinforce or extend learning, and deploying these appropriately? Does the trainee ensure that adequate time is allowed for any introduction, plenary or conclusion? Assessors might also focus on, for example, the ways in which co-operative and collaborative work is conducted, the ways in which the trainee manages learners' behaviour in order to keep learners on task, and the setting and returning of homework.

Evidence relevant to meeting this Standard could also be relevant to meeting planning Standards S3.1.1, S3.1.2 and S3.1.3, and class management Standards S3.3.8 (using resources safely and effectively), S3.3.9 (managing behaviour), and S3.3.12 (provision of homework).

To gain QTS, trainees must demonstrate that they organise and ...

S3.3.8 Using resources safely and effectively

The Standard

To gain QTS, trainees must demonstrate that they organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

Scope

Classrooms are busy and active places where both learners and teachers need to use a range of resources safely and effectively. In order to be able to use the most effective teaching strategies and provide a productive and safe learning environment, teachers use teaching space and resources flexibly.

This Standard is about the ability of trainees to organise the teaching space and use resources to support learners' learning in a safe environment. In some cases this involves liaison with, and management of, support staff such as classroom assistants or technicians. Trainees will need to show that they can create an environment which stimulates interest, values learning, and supports collaboration and independence.

Evidence relevant to meeting the Standard

Trainees will demonstrate evidence of meeting this Standard in their teaching in a variety of contexts. These could include classrooms, or outdoor spaces when, for example, teaching physical education or undertaking out-of-school visits.

When judging trainees' teaching, assessors may wish to consider, for example:

- can the trainee use effective routines for the distribution and collection of resources at appropriate points during a lesson?
- can the trainee organise physical environments and materials to facilitate effective learning as appropriate to the subject(s) and age ranges they teach?

- can the trainee provide opportunities for flexible grouping, discussion and collaborative work, practical activity, rehearsal and performance, role-play, movement or physical activity?
- can the trainee deploy support staff such as technicians or classroom assistants to support the organisation and management of resources?
- does the trainee demonstrate an ability to manage and organise resources safely? For example, during physical education, do trainees demonstrate their awareness of the importance of ensuring that the physical space is safe to use and fit for purpose, that apparatus is safe, and that learners know how to use equipment safely?
- when teaching technology, do trainees demonstrate their ability to support learners in using tools safely, teaching safe techniques and intervening when necessary to ensure safe practice?

The trainee's effective organisation and management of the physical teaching space and resources is likely to contribute to evidence for S3.3.7 on effective time management.

**To gain QTS,
trainees must
demonstrate that
they set high ...**

S3.3.9 Managing behaviour

The Standard

To gain QTS, trainees must demonstrate that they set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.

Scope

Individuals cannot learn if they are distracted by their own or others' behaviour. Teachers need to create and maintain classroom conditions in which they are able to teach and learners are able to learn. When establishing frameworks for classroom discipline, teachers involve learners so that they gain a sense of ownership of the framework and learn self-control so that they can manage their own learning.

This Standard requires trainees to demonstrate effective management of learner behaviour in the classes and in different contexts in which they teach. Trainees will need to demonstrate that they can work within the school's frameworks and expectations, and that they can employ a range of strategies to manage learners' behaviour. Trainees who meet this Standard will show that they are able to create classroom environments in which learners know the boundaries of acceptable behaviour. They will need to ensure that learners understand the reasons for classroom rules and routines, and they will need to support learners in understanding the consequences of their actions.

Evidence relevant to meeting the Standard

Trainees will demonstrate evidence for this Standard in their teaching, including their planning, their discussion of their teaching, and in written evaluations of lessons. Trainees might demonstrate a range of behaviour management strategies that reflect a positive and assertive approach.

When judging trainees' teaching, assessors may wish to consider, for example: can the trainee identify learners responding appropriately to instructions ('catching them being good') and reinforce this behaviour through positive private or public feedback? Can the trainee identify, with the learners, clear classroom rules and routines, and apply them fairly and consistently? When dealing with incidents, can the trainee provide learners with opportunities to reflect upon the consequences of specific behaviours? In pre-empting misbehaviour, does the trainee ensure, for example, that tasks and activities are relevant, differentiated, clearly set and understood by all learners, and that time and resources are managed effectively? Do trainees draw upon a range of strategies for grouping learners according to the nature of the task, focusing and refocusing them on task, and organising physical and human resources to maximise learning opportunities?

Evidence relevant to meeting this Standard is likely to be closely related to evidence relevant to meeting S2.7 on knowledge of strategies to promote good behaviour. Evidence could also come from S1.2 (consideration for learners and mutual respect), S1.3 (inspiring learners), S3.2.2 (assessment to support learning), S3.2.4 (supporting learners with difficulties), S3.3.1 (high expectations), S3.3.3 (delivering effective lessons), and S3.3.14 (equal opportunities).

To gain QTS, trainees must demonstrate that they use ICT effectively in their teaching.

S3.3.10 Using ICT

The Standard

To gain QTS, trainees must demonstrate that they use ICT effectively in their teaching.

Scope

Information and communications technology (ICT) provides teachers with opportunities to increase the effectiveness of their teaching. Trainees will need to be able to use ICT with discrimination, knowing where and how it can be used to have the greatest effect on the learning of those they teach. This Standard requires trainees to use ICT to teach the subject(s) they are trained to teach and is closely related to S2.5 on knowledge about ICT. This Standard does not require trainees to teach National Curriculum ICT or ICT Key Skills, though those on key stage 2 programmes will teach National Curriculum ICT to meet S3.3.2(b).

ICT includes internet-aware computers and the relevant peripherals, e.g. CD-ROM, subject and professional software, projectors, interactive whiteboards, digital cameras, scanners, video, control and sensing technology and calculators.

Evidence relevant to meeting the Standard

Trainees' opportunities to demonstrate that they have met this Standard will be dependent on school software, hardware and access to the internet and these may be limited for some trainees. Some evidence will come from their work in the classroom but other evidence may come from out-of-school contexts.

When judging trainees' teaching, assessors might wish to consider: is the trainee able to select and use software to support the teaching of subjects? Can the trainee access interactive on-line database content using, for example, the National Grid for Learning Cymru (NGfL Cymru) or the Teacher Resource Exchange (TRE) and select, customise and use these materials with learners? Does the trainee provide opportunities for learners to use ICT to find things

out, try things out and make things happen? Does the trainee use ICT terminology accurately? Can the trainee make use of ICT with individuals, groups and the whole class? Does the trainee take account of copyright, reliability, privacy and confidentiality issues when preparing materials for learners or collecting data? Can the trainee identify opportunities to use ICT with confidence without the assistance of others? Evidence from this Standard could also contribute to S2.5 (knowledge about using ICT).

S3.3.11 Length and breadth of teaching experience

The Standard

To gain QTS, trainees must demonstrate that they can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

Scope

**To gain QTS,
trainees must
demonstrate that
they can take ...**

Qualified Teacher Status means that employers can be confident that newly qualified teachers are competent to teach whole classes, across the age and ability range for which they have trained.

This Standard does not require trainees to teach all year groups and abilities within the range that they are training to teach, but to demonstrate sufficient evidence for assessors to be confident that they can do so. The age range of training covers at least two Key Stages (for the purpose of this Standard, “two key stages” includes courses covering the Foundation Phase; courses covering Key Stage 2; and courses covering the 14-19 age range (Key Stage 4 and 16-19)). Trainees will need to demonstrate that they can teach learners across the ability range within that age range. Those who are being trained to teach learners aged 14-19 may provide evidence for this Standard across a range of relevant contexts which might include vocational and work-related settings.

There is further guidance on training for two Key Stages in the guidance on Requirement R2.4, and on time in school under R2.5.

Although not specific to this Standard, trainees should be reminded that in order to meet S2.3, they need to demonstrate that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

Evidence relevant to meeting the Standard

Evidence drawn from all other teaching Standards is likely to provide evidence of the trainee's ability to teach for a sustained and substantial period of time across the relevant age and ability range. Trainees will need regular contact with the same class or classes to be able to present evidence that they have met this Standard. Without the opportunity to teach the same groups of learners for a sustained and substantial period of time it is unlikely that they will be able to provide evidence of their having met other Standards, particularly those relating to assessment, planning, pupil progress and professional values and practice.

Most trainees will spend between 18 and 32 weeks in school as part of their training, usually in substantial blocks of time, and this will provide opportunities for them to show they can meet this Standard. Guidance on assessing the time in school needed by more experienced trainees is given under R2.5. This guidance suggests that even experienced trainees would find it difficult to demonstrate achievement of all the Standards in less than six consecutive weeks of observed and assessed teaching.

S3.3.12 Providing homework

The Standard

To gain QTS, trainees must demonstrate that they can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages learners to progress independently.

Scope

To gain QTS, trainees must demonstrate that they can provide ...

Homework has an important role in supporting learners' learning both in the way that it relates to work in the classroom and in the opportunities it provides for learners to take increasing responsibility for their learning. Homework is defined as any learning activity that learners are asked to do outside normal lesson time. In order to meet this Standard, trainees need to understand that the same principles apply to the provision of homework as to learning that takes place in normal lesson time in school. They need to be able to provide homework that is appropriate to the age and ability of the pupil; has objectives that are generally related to work carried out in the class (often as preparation, consolidation or follow-up); and is designed so that it can be completed in a reasonable amount of time by learners working on their own, at home with the support of parents or carers, at lunchtime or before or after school with the support of teachers or other learners.

In the Foundation Phase, trainees might encourage relevant out-of-school work that promotes a culture of learning - encouraging parents to work in partnership with schools by extending learning through play activities at home. For older children in the Foundation Phase and in Key Stage 2, out-of-class work will include literacy and numeracy tasks as well as other curricular work. For secondary learners, it will include the promotion of independent work and study skills in subjects, consistent with school policy and any class homework timetables and arrangements for the use of other timetabled independent study time.

Evidence relevant to meeting the Standard

Opportunities to provide homework and other out-of-school work will vary according to the context in which the training takes place. Most trainees will provide evidence for this Standard from their direct work with learners. Some trainees, however, may be constrained by particular school conditions and may need to use other contexts to demonstrate their ability to provide appropriate homework and other out-of-class work.

When judging trainees' teaching, assessors may wish to consider, for example: has the trainee provided clear guidance on how to approach the different tasks set to ensure learners are able to get the maximum value from the time spent on homework? Does the homework set take account of the needs and attainment levels of individuals? Does the homework set have appropriately differentiated tasks that are realistic in relation to the resources available to learners' out-of-school and the time available to complete the task? Do homework tasks provide for consolidation and extension of work begun or completed in class? Are homework tasks such that they encourage learners to learn independently? Does the trainee provide feedback to learners, and to parents and carers where appropriate, that is constructive and, where relevant, includes setting targets for improvement? Does the trainee monitor the completion of the homework and assess the outcomes, ensuring this evidence of learners' learning contributes to assessment records?

S3.3.13 Working with others

The Standard

To gain QTS, trainees must demonstrate that they work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance the learning of those they teach.

Scope

**To gain QTS,
trainees must
demonstrate that
they work ...**

Support staff, specialist teachers and other professionals have important roles in the education of learners. Teachers have to respond to many teaching and learning needs and can be more effective when they draw on the expertise and assistance of other colleagues. In order to make the most of help that is provided in the classroom, teachers need to be able to manage the work of other adults effectively.

In achieving this Standard, trainees will need to demonstrate that they can work with colleagues and other adults to enhance the learning of those they teach. Trainees will also need to show that they know how additional adults can be deployed to complement and support the teacher's role; and how, by transferring to support staff tasks that do not require their skills as a teacher, they can maintain a focus on teaching and learning. They need to demonstrate that they are able to work effectively and co-operatively with additional adults in support of learners' learning and that they can plan, manage and direct their work.

The Standard recognises that trainees may not have the authority that comes with employment in a school, and that experienced teachers may have an important role in supporting trainees in their work with other adults.

Evidence relevant to meeting the Standard

Trainees will demonstrate in their planning and teaching, often in a variety of contexts, that they are able to manage the work of, for example, teaching assistants, parents, and volunteers to enhance learning opportunities for those they teach. Discussions with those providing the support to learners will also provide evidence relevant to this Standard.

When judging trainees' teaching, assessors may wish to consider, for example: is the trainee able to engage in joint planning so that everyone involved is clear about their role in the lesson and about its learning objectives? Does the trainee involve additional adults in contributing to pupil assessment and record keeping, for example involving teaching assistants in recording pupil progress data? Is the trainee able to manage appropriately the work of teaching assistants, parents and carers, volunteers or others to enhance learning opportunities for those they teach? Can the trainee organise and deploy any available bilingual support in ways that support and enhance the learning of those they teach? Can the trainee distinguish between tasks that should be delegated or transferred to support staff from those which should remain the responsibility of a teacher?

Evidence for meeting S1.6 (the contribution that support staff and other professionals make to teaching and learning) will also be relevant to this Standard, as will S3.1.3 (using resources), S3.1.4 (working in teams) and S3.1.5 (planning with support staff).

S3.3.14 Equal opportunities

The Standard

To gain QTS, trainees must demonstrate that they recognise and respond effectively to social inclusion and equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

Scope

Effective teaching involves having high expectations of all learners, whatever their background, and a commitment to raising levels of educational achievement. It includes the recognition of, and the appropriate teaching response to, individual differences and needs. In school, learners may demonstrate verbal and physical behaviour that is threatening or demeaning and that, directly and indirectly, creates obstacles to learners' progress. It is important that teachers deal with this behaviour, and that they do so in the context of local and national policies and procedures. At the heart of this Standard is the principle that all learners should have equal opportunities to learn, make progress and achieve in a supportive environment where all individuals have equal respect and treatment.

Trainees will need to show that they are aware of the need to promote, monitor and maintain equality of treatment and opportunity for all learners in their care. They will need to demonstrate the practical application of Professional Values and Practice S1.1 in relation to respect for learners' backgrounds; S1.2 in relation to consideration for learners and mutual respect; and S1.3 in relation to the demonstration and promotion of their own values, attitudes and behaviour. The scope here is wide, extending throughout the school and to out-of-school activities, from the trainees' recognition of, and appropriate response to, a range of unacceptable behaviours, to the active embodiment of the principles of social inclusion and equal opportunities in teaching.

To gain QTS, trainees must demonstrate that they recognise and ...

Evidence relevant to meeting the Standard

Evidence for this Standard will come from trainees' teaching, including their planning, discussion of their teaching, written evaluations of their lessons, and trainees' contribution to wider school processes.

When judging trainees' teaching, assessors might consider, for example: is the trainee aware of the school's equal opportunities policies and procedures? Does the trainee demonstrate evidence in their planning and teaching of attention to gender issues, for example when organising learners into groups, assigning them to activities or arranging access to equipment in lessons such as science, design and technology, ICT, and art and design? Does the trainee take account of the interests and concerns of both boys and girls in their teaching? Does the trainee ensure the fullest participation of learners with disabilities or medical needs? Is the trainee able to deal with incidents of racial or sexual harassment or bullying, following appropriate policies and reporting procedures, seeking the help of an experienced teacher where appropriate?

Evidence for meeting this Standard might also be drawn from the ways in which trainees meet, for example, S3.3.6 on taking account in their teaching of the varying interests and experiences of boys and girls, and learners from different cultural and ethnic groups.

S3.3.15 Sustainable development and global citizenship

The Standard

To gain QTS, trainees must demonstrate that they take appropriate opportunities to teach education for sustainable development and global citizenship in all relevant aspects of their teaching.

Scope

Education for sustainable development and global citizenship is part of the school curriculum and of school life, with relevant learning opportunities occurring throughout the curriculum and as part of other aspects of school life. Successful curriculum planning is about bringing together and joining up these opportunities to form a coherent programme for learners.

Evidence relevant to meeting the Standard

Evidence for meeting this Standard will come primarily from observation of trainees' teaching, but also from planning, and trainees' oral and written evaluations of their teaching. It will also be found in the outcomes of learners' work - written, displayed or performed - and through the trainee's work with, for example, classroom assistants or colleagues.

When judging trainees' teaching, assessors may wish to consider, for example: does the trainee make links between society, economy and environment and between our own lives and those of people throughout the world? Does the trainee take opportunities to provide relevant examples of the needs and rights of both present and future generations and the relationships between power, resources and human rights? Does the trainee provide examples within the curriculum of the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues?

To gain QTS, trainees must demonstrate that they take appropriate ...

Section 2 Requirements for the Provision of Initial Teacher Training Courses

Introduction

The aim of this section of the Handbook is to clarify the Requirements for Initial Teacher Training (ITT) Courses and so develop a common understanding amongst all providers and partners. The guidance may also be useful to trainees.

The Requirements for the Provision of ITT Courses are organised in four sections:

R1: Entry requirements: this sets out the entry requirements for all accredited courses of ITT and details the selection criteria to be applied by all providers. The trainee selection and entry requirements are minimum standards. Individual ITT institutions may have additional criteria they wish to use and can do so providing the minimum standards are met.

R2: Training and assessment: this lists the minimum requirements for each type of course, including the amount of time which trainees must spend in schools.

R3: Management of the ITT partnership: this sets out requirements relating to the partnership between schools and higher education institutions or other providers. It underpins the essential contribution that schools and other settings make to ITT.

R4: Quality assurance: this sets out the arrangements which providers must put in place to ensure that training is of high quality and regularly reviewed, and that the attainment of the Qualified Teacher Status (QTS) Standards is securely based.

To reflect the Requirements, the guidance is in four parts (R1 to R4). Each part starts with a general introduction, followed by sections on the individual Requirements or related pairs of Requirements. The Requirements are set out in the heading, and the guidance that follows generally covers:

- the aim and scope of the Requirement(s);
- where relevant, sources of further information;
- questions or issues that providers may wish to consider when reviewing their training to ensure it meets the Requirements.

Note: Requirements R1.4, R4.1 and R4.5 refer to requirements of the National Assembly for Wales. Following the Government of Wales Act 2006, these should be read as references to requirements of the Welsh Assembly Government.

Background

The Requirements for the Provision of ITT Courses are part of the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales and specify what all accredited providers of ITT must do. These Requirements apply to all types of accredited provision.

'Providers' are higher education institutions (HEIs). All providers will work in partnership with schools, and 'schools' may include further education institutions and early years settings where trainee teachers can demonstrate that they meet the Standards. 'Routes' may be undergraduate or postgraduate, full-time or part-time, and include distance learning and other flexible routes. They will all, however, lead to QTS being acquired; and all providers and their provision will be subject to quality assurance arrangements to ensure they meet these Requirements.

Estyn will look at whether providers are meeting the Requirements when they inspect their provision. Details of how they will do this are in the Estyn's *Common Inspection Framework*, and in *Estyn's Guidance on the Inspection of Initial Teacher Training*. Estyn publications are available through its website www.estyn.gov.uk. Providers will need to keep records to show how they ensure that they are meeting the Requirements.

The provision of ITT through the Welsh Assembly Government's employment based teacher training scheme (on programmes such as the Graduate Teacher Programme) is not currently subject to HEFCW accreditation requirements, including the requirements for ITT courses set out in this guidance. The employment based teacher training scheme has its own specified requirements for the provision of training under the scheme.

Providers will be aware that the Race Relations (Amendment) Act 2000 gave public bodies a new statutory duty to promote race equality. This includes a general duty to be proactive in eliminating unlawful discrimination, promoting equality of opportunity and promoting good race relations between people of different racial groups. The Act also places specific duties on schools and HEIs. Providers must therefore take account of these duties in implementing the ITT Requirements. Further information, including a code of practice and related guidance for schools and HEIs, is available from the Equality and Human Rights Commission at www.equalityhumanrights.com.

Providers will also be aware of the provisions of the Special Educational Needs and Disability Act 2001; the Disability Discrimination Act 1995 (which has been significantly extended, including by the Disability Discrimination Act 2005) which gives disabled people rights in various areas including education; and the introduction of the Disability Equality Duty which, since December 2006, has placed a legal duty on all public sector organisations to promote equality of opportunity for disabled people. There is further information on this under R1.4.

R1 Trainee entry requirements

The aim of the Requirements on trainee entry is to ensure that those admitted to ITT courses are suitable to become a teacher and have the potential to meet the QTS Standards.

Individual admission decisions remain a matter for providers' own judgement: the guidance given here is intended to help providers and their partners ensure that their entry procedures are as effective, consistent and fair as possible. Trainee selection is not an exact science and cannot guarantee subsequent success, but careful attention to selecting applicants should help keep wastage and failure rates to a minimum. It is important to consider personal qualities as well as academic qualifications, and to consider an applicant's full range of experience and achievement as evidence of their potential to meet the Standards.

The student entry and selection requirements are minimum standards. Individual ITT institutions may have additional criteria they wish to use and can do so providing the minimum standards are met. Providers will wish to ensure that trainees are given full information on entry requirements, including any additional requirements set by an individual provider.

Providers will be aware of their statutory responsibilities in relation to age, religion and belief (or no religion or belief), disability, gender, sexual orientation and racial equality, and to Welsh language requirements. They need to ensure that their admission policy promotes equality of opportunity and does not discriminate against any group of potential applicants. They should therefore evaluate and monitor the impact of their admission policy on a regular basis.

All providers must satisfy themselves that all entrants to ITT courses ...

R1.1 Potential to reach the Standards

The requirement

All providers must satisfy themselves that all entrants to ITT courses have the capability to meet the required QTS Standards by the end of their course and that they possess appropriate personal and intellectual qualities to be teachers.

Aim and scope

R1.1 is designed to ensure that, during selection, providers focus primarily on assessing applicants' potential to meet the QTS Standards. Providers need to consider the full range of applicants' knowledge, skills and qualities, and judge whether they will be able to reach the Standards in the time planned for their training.

Applicants may increasingly be seeking credit for prior achievement and may have a range of academic, professional or vocational qualifications. R2.3 (taking account of individual training needs) and R2.5 (credit for previous experience in schools) enable providers to adapt their provision to individual needs and exempt individuals from some programme requirements where there is evidence that they have already met, or partly met, some of the Standards. Using the Standards as a benchmark during selection can help providers gather and record evidence of prior achievement. This can help identify and meet individual needs. The Standards on professional values (S1.1 to 1.3), inclusion (S3.1.2, S3.1.3, S3.3.6, S3.3.14) and subject knowledge (S2.1) will be particularly relevant to assessing applicants' personal and intellectual qualities.

Providers of undergraduate programmes may wish to consider awarding academic credit for relevant experience, enabling suitable candidates to complete their degree in a shorter time. (Providers of postgraduate programmes must be satisfied that entrants have a degree or equivalent qualification at the time of admission to ITT - see guidance on R1.7).

Sources of information

Guidance on the Standards is in the first section of this Handbook.

There is information on the UCAS website www.ucas.ac.uk on methods of assessing prior learning (APL), including experiential learning (APEL), for academic credit.

Questions for providers to consider

- Are the sources of evidence for R1.1 (for example information from application forms, referees' reports, advice from schools, results of any entry tests or tasks, applicants' portfolios, interviews) providing what we need to assess applicants' potential?
- Are the ways in which we assess applicants' personal and intellectual qualities at entry effective predictors of their subsequent achievement against the Standards?
- Do we need different procedures to assess prior achievement and tailor provision to build on it?

All providers must ensure that all entrants have achieved a standard...

R1.2 and R1.3 GCSE standards required

The requirements

All providers must ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and in mathematics.

All providers must ensure that all entrants who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Aim and scope

The aim of these Requirements is to ensure that entrants to ITT meet a minimum standard of educational attainment. In the case of primary or Key Stages 2/3 trainees, the requirement to have an acceptable level of subject knowledge is expanded to cover the National Curriculum core subject of science.

The Requirements do not specify any other subjects at GCSE, or at A level, but providers of undergraduate programmes will have their own entry requirements for degree courses. Similarly, providers of postgraduate programmes may require applicants to demonstrate higher standards, levels or types of attainment. R1.7 below gives guidance on degree requirements for postgraduate programmes.

Requirements R1.2 and R1.3 make it clear that the standard, not the certificate, is what matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C may be given an opportunity to show that they can nevertheless meet the required standard, either through taking a provider's own equivalence test or offering other evidence of attainment.

Qualifications in key skills at level 2 represent the same level of attainment as GCSE grade C in the National Qualifications Framework (NQF). However, they are not equivalent to GCSE in terms of content, and providers will probably need to look for additional evidence of breadth of knowledge and understanding in applicants with key skills certificates but without GCSEs at grade C or above in English and mathematics.

From 2007 a pilot GCSE in Use of Mathematics has been available in England, designed as an alternative to GCSE mathematics for post-16 candidates seeking the equivalent of GCSE mathematics in order to satisfy entry requirements to vocational, academic and/or professional programmes. The functional element of this qualification ranges across the breadth of the GCSE mathematics curriculum, and the qualification additionally comprises two free-standing mathematics qualifications, each of which requires 60 guided learning hours of mathematics study. Providers may deem a grade C or above in the GCSE Use of Mathematics to be a suitable equivalent to a grade C or above in GCSE mathematics.

From September 2010, there will be a new range of GCSE English qualifications in England available for first certification in 2012. These are: English, English language and English literature. While applicants with a GCSE grade C or above in English and/or English language may be deemed to have met the requirement, providers should look for further evidence of a breadth of achievement in English where applicants have achieved a GCSE grade C or above in English literature, or the equivalent, only.

Sources of information

Training and Development Agency for Schools (TDA) Publications (0845 6060 323) can provide a list of qualifications commonly accepted as equivalent to GCSE. The National Academic Recognition Information Centre (NARIC) can provide advice on the equivalence of overseas qualifications to those who subscribe to its service. The TDA subscribes to NARIC, and the agency's Teaching Information Line (0845 6000 991 for English speakers; 0845 6000 992 for Welsh speakers) can check the NARIC database for individual applicants on request. NARIC can also be contacted direct at: UK NARIC, Ecctis Ltd, Oriel House, Oriel Road, Cheltenham GL50 1XP, telephone 0871 330 7033, fax 0871 330 7005, website www.naric.org.uk.

The current Adult Literacy, Adult Numeracy, and Skills for Life ICT Basic Skills standards at Entry 1 to Level 2 and the nationally accredited Key Skills standards of Communication, Application of Number and ICT at Level 1 to Level 4 have been converged in Wales to produce a single suite of skills standards and qualifications from Entry level 1 to Level 4. The new suite of qualifications is called Essential Skills Wales and consists of the three individual skill areas (Communication; Application of Number; and ICT) with standards / qualifications each available at all levels within these skills. The new suite of skills qualifications will be launched and implemented in September 2010 and will replace the current Key Skills of Communication, Application of Number and ICT and the Basic Skills of Adult Literacy, Adult Numeracy and Skills for Life ICT from that date.

The following information regarding point groups might be useful in determining key skills equivalence to a grade C at GCSE. However, these should only be used as guidance as it is difficult to set precise equivalences given that the qualifications assess different values in different ways - compensatory assessment for GCSEs and competence for Key Skills.

- Pass at level 1 in Adult Numeracy or Adult Literacy = 12.5 points
- Pass at level 2 in Adult Numeracy or Adult Literacy = 23 points
- Pass at level 1 for any of the Key Skills = 18.80 points
- Pass at level 2 for any of the Key Skills = 34.5 points
- Grade C at GCSE Full Course = 40 points

Information on Key Skills/Basic Skills can be found on the Welsh Assembly Government's website at <http://accac.org.uk/eng/content.php?cID=3&pID=1451> and <http://accac.org.uk/eng/content.php?mID=752>.

Further information on Access courses is on the UCAS website www.ucas.com/students/beforeyouapply/access_programmes/

Questions for providers to consider

- Do staff members, responsible for selection, need any more information, guidance or training to enable them to establish whether applicants meet the required GCSE standards?
- Do we need to develop equivalence tests or other means of verifying whether applicants meet GCSE standards?
- Do our selection procedures promote equality of opportunity and avoid discrimination? (See also R1.4.)

All providers must ensure that all entrants have met the National ...

R1.4 Health and physical capacity to teach

The requirement

All providers must ensure that all entrants have met the National Assembly for Wales's requirements for health and physical capacity to teach.

[At the time of publication, these were detailed in the Education Health Standards (Wales) Regulations 2004 and Information Document 036/04.]

Aim and scope

The aim of this Requirement is to enable ITT providers to be confident that trainees can meet legislative requirements to have the health or physical capacity to undertake a teacher's responsibilities.

ITT providers have a responsibility to ensure that this Requirement is met having due regard to the relevant regulations, and to their statutory obligations under the Disability Discrimination Act (DDA) as amended.

Whilst the safeguarding of children is of paramount importance no individual should be prevented from undertaking an ITT course solely because they have a disability. Many people with disabilities or chronic illnesses have the capacity to teach and should not be excluded from training on the grounds of simply having a disability.

All employers and ITT providers have a statutory obligation under the DDA (as amended). Requirements are placed on them under the Disability Equality Duty (DED) from December 2006. These are to ensure that the application of the Health Standards Regulations and ITT entry requirements are conducive to disclosure of disability; are fully supportive of the requirement to promote equality of opportunity between disabled and non-disabled people; and are supportive of a disabled individual's needs. "Needs" include making reasonable adjustment or adaptation as necessary to enable an individual to undertake an ITT course, even if this results in more favourable treatment.

Sources of information

The statutory requirements for health and physical capacity to teach are set out in the Education Health Standards (Wales) Regulations 2004 (S.I. 2004 No. 2733) which are available for download at www.opsi.gov.uk. Guidance on the regulations is given in DfTE Information Document 036/04 which can be accessed at: wales.gov.uk/docrepos/40382/4038232/403829/4038293/2005/guidance-on-health-standard1.pdf?lang=en. The guidance has a specific section on the DDA.

The Equality and Human Rights Commission offers information and advice on the implications of the DDA, the DED, and SEN and Disability Act for educational institutions. The Commission has prepared codes of practice for both schools and post-16 providers. For details see its website: www.equalityhumanrights.com or call the Equality and Human Rights Commission helpline on 0845 6046610.

The following Disability Rights Commission publications are available from The Equality and Human Rights Commission Helpline (Tel: 0845 6046610 or textphone: 0845 6046620) or The Equality and Human Rights Commission website at www.equalityhumanrights.com:

- the 2004 Code of Practice: Employment and Occupation;
- the 2006 Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales;
- the 2006 Code of Practice for Providers of Post-16 Education and Related Services.

The 1995 Disability Discrimination Act can be found on the Office of Public Sector Information (OPSI) website at: www.opsi.gov.uk/acts/acts1995/19950050.htm

The 1996 Guidance on Matters to be Taken into Account in Determining Questions Relating to the Definition of Disability is available from www.tsoshop.co.uk or www.equalityhumanrights.com

The Skill: National Bureau for Students with Disabilities publication *Disability Directory for LEA Awards Officers* (2005) is a guide for local authority staff dealing with the disabled students' allowances and contains information that may also help those dealing with admission to ITT. It discusses the various forms of disability and the kinds of support that may be useful to students with disabilities. It is available for download at:

www.dcsf.gov.uk/studentsupport/administrators/doc/ACF8320.doc.

Skill has also published *Applying for Disabled Students' Allowances* (2006), which can be downloaded at www.skill.org.uk. Both documents are available from Skill (Tel: 020 7450 0620; voice/text: 020 7450 0650).

The Learning and Skills Council publication *Disclosure, Confidentiality and Passing on Information: Guidance for Post-16 Providers on Implementing the DDA Part 4* is available at <http://readingroom.lsc.gov.uk/pre2005/quality/goodpractice/disclosure-confidentiality-and-passing-on.pdf>.

Commentary and case studies on health and physical capacity to teach, based on the experiences of real people encountered by Skill (National Bureau for Students with disabilities) in the course of its work and research, are available to view on the Training and Development Agency for schools (TDA) website.

Questions for providers to consider

- Do the relevant staff members have up-to-date information in order to meet their obligations under the DDA and the statutory requirements placed on institutions by the DED?
- How should we ensure selection procedures and policies do not discriminate unfairly against applicants with disabilities or special educational needs?

R1.5 Suitability to teach

The requirement

All providers must ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children.

Aim and scope

All providers must ensure that systems are in place to seek ...

The aim of this Requirement is to protect children and young people from trainees who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. Teaching is an occupation which is exempt from the provisions of the Rehabilitation of Offenders Act 1974. The effect of the exemption is that applicants for a teacher training place can be asked if they have any convictions or cautions regardless of how long ago they were committed or how irrelevant they might seem. ITT providers should continue to ask applicants at the outset to acknowledge or disclose any convictions.

ITT providers are responsible for ensuring that an Enhanced Criminal Records Bureau check is made on everyone admitted to their ITT programmes.

Sources of information

Arrangement for checking applicants' criminal background and whether they have been barred from teaching were introduced in 2002 following the establishment of the Criminal Records Bureau (CRB). The CRB was established under the Police Act 1997 and provides two levels of Disclosure - Enhanced and Standard.

The Enhanced level of check is intended for people who will be regularly caring for, training or in sole charge of children or vulnerable adults, including trainees. It will show current and spent convictions, cautions, reprimands and warnings, as well as other information held by local police forces. The Police National

Computer and Lists currently held by the Department for Children, Schools and Families and the Department for Health (e.g. PoVA, PoCA, List 99) will also be checked to make sure applicants are not considered unsuitable to work with children.

The individual applicant must apply for the check through an organisation, registered with the CRB, which must countersign the application. 'Umbrella' organisations are able to register to authorise checks on behalf of other bodies. ITT providers therefore need to be registered with the CRB, unless an umbrella body is set up to act on their behalf. There is a one-off registration fee of £300, plus £5 for each member of staff required to countersign applications. The individual applicant will also be liable to pay a fee currently £36 for each check.

Wherever possible providers should arrange for the necessary checks to have been completed before confirming an applicant's ITT place. This should be done after the provider has decided to offer a place and before the start of the course. Possibly the best way forward will be for institutions to offer a place conditional on a satisfactory check. In the majority of cases, trainees must clear all the necessary checks and be in receipt of the relevant paperwork from the authorising authorities before starting school-based aspects of their training.

However, in exceptional and limited circumstances where the relevant checks have started but have not been completed before a trainee is due to take up their ITT place (for example a late entrant onto an ITT course) the Welsh Assembly Government is of the opinion that a trainee's practical teaching placement, if scheduled to commence within the first few weeks of an ITT course, may start but the trainee must always be fully supervised by qualified teaching staff within the partnership school. We would expect a trainee in these circumstances to be subject to the same precautions that partnership schools would apply to any other visitor to a school. That means, in particular, that a trainee is always fully supervised and is not left in sole charge of children, inside or outside the classroom, without a member of school staff also being present.

Applicants or the registered body can initiate a check by calling the Disclosure Application Line and providing details to identify the applicant. The CRB will then put the person's details on a form and send it for signature by the applicant and registered body. Alternatively, an application form can be submitted. Registered bodies who have set up a 'payment on account' facility can arrange to be sent a stock of application forms pre-printed with the body's details. The CRB has undertaken to provide Enhanced Disclosures within four weeks of receiving a correctly completed application. The CRB will send a copy of the disclosure to the registered body as well as the applicant.

On 6 April 2009 the CRB launched a new Code of Practice. The new Code brings together all of the legislative changes which have come into force since the CRB's inception in 2001 into one document for easy reference. The Code outlines the eight key obligations for registered/umbrella bodies and can be accessed via the CRB website (see below).

The CRB's address is PO Box 110, Liverpool L69 3EF. Its Information Line is 0870 9090 811. The Disclosure Information Line is 0870 9090 844. The Registration Application Line for those wishing to become registered bodies is 0870 9090 822. The Welsh Language Line is 0870 90 90 223. The CRB website is www.crb.gov.uk and information can be found at www.disclosure.gov.uk.

Guidance on criminal record checks is given in National Assembly for Wales Circular No: 34/02 *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service*. [NB: Other sources of useful information are listed at Annex A.]

The Independent Safeguarding Authority (ISA) established under the Safeguarding Vulnerable Groups (SVG) Act 2006 will have a major impact on the recruitment and monitoring practices of people working or volunteering with children.

On 20th January 2009, the ISA assumed responsibility for deciding who should be prevented from working with children or vulnerable adults under the List 99, Protection of Children Act (PoCA) and Protection of Vulnerable adults (PoVA) list. These decisions had previously been made by Government Ministers. From 12 October 2009, the current List 99, PoCA, PoVA will be replaced by two new lists; one for those barred from working with children, the other for those barred from working with vulnerable adults. Individuals may be placed on one or other list or both lists. Teaching under the SVG Act will become a regulated activity which will require those working in the activity to be registered with the ISA run Vetting and Barring Scheme. ISA will operate alongside the CRB and will make structured decisions based on information held by various agencies, government departments and the CRB to decide who should be placed on the barred lists. From July 2010, all those wishing to work with children or vulnerable adults will be able to apply for registration with the new scheme

The ISA is operating on behalf of Wales, England and Northern Ireland and it is proposed that generic guidance on the new scheme as well as sector specific guidance will be produced in due course. HE ITT admissions staff members are advised to visit the ISA website at: www.isa-gov.org for further information and guidance as developments and the timetable for implementing the requirements emerge.

A helpline was launched in March 2009 to answer any queries about the vetting and Barring Scheme or the role of the ISA. The helpline number is 0300 123 1111.

Trainees once qualified will need to register with the General Teaching Council for Wales (GTCW) before they can teach in a maintained school in Wales. The GTCW undertake suitability checks on all teachers making an application to register for the first time which allows them to check qualifications; ensure there are no prohibitions or restrictions on employment; disciplinary orders or disqualifications; and undertake an enhanced CRB check. For further information please visit the GTCW website at www.gtcw.org.uk/registration_teachers.html

Questions for providers to consider

- How will we deal with applicants who have a criminal record unrelated to working with children or carrying out any of a teacher's other responsibilities?
- Which staff members need to be able to countersign applications to the CRB for disclosure of criminal records?
- What systems are in place in the event of any delays in receiving disclosures?
- How will the requirements set down by the ISA affect trainee admission arrangements?
- Do we have arrangements in place to deal with a trainee who is arrested, under investigation, charged or convicted during training?

All providers must satisfy themselves that all entrants can read ...

R1.6 Use of English

The requirement

All providers must satisfy themselves that all entrants can read effectively, and are able to communicate clearly and accurately in spoken and written English.

Aim and scope

R1.6 is designed to ensure that providers consider whether entrants have the comprehension and communication skills they need to benefit from their training, achieve the Standards and communicate effectively with learners, staff, parents or carers and others.

Applicants who can read effectively will be able to show that they read with understanding and can put what they read to use. Trainees will need to be effective enough readers to understand and apply information from the kinds of written material used in their training (for example, codes of practice or national strategies and curricula). Providers could assess whether applicants can read effectively at the same time as they assess their English or they could decide to accept particular qualifications as sufficient evidence of ability to read effectively.

In the context of this Requirement, 'English' describes the common grammatical usage normally taught to speakers of English as a first or additional language. English may be spoken with many different accents. Teachers need to be able to use spoken as well as written English; but there is no requirement for them to speak either with any particular accent, as long as their English is intelligible to learners.

Questions for providers to consider

- Should we accept certain qualifications as evidence that applicants can read effectively? Should only applicants without these have to provide additional evidence? Or should the same selection process apply to all those being considered, whether this involves a test, a task or a set of interview questions?

- Should we offer additional help, before or during training, to applicants who meet the entry requirements but could benefit from further practice in spoken English to ensure that learners will be able to understand them easily?
- Does our information for applicants make it clear that they will need to show they can communicate in both spoken and written English before they can be admitted?

All providers must ensure that, in the case of postgraduate courses ...

R1.7 Degree requirements

The requirement

All providers must ensure that, in the case of postgraduate courses of ITT, entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification.

[Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.]

Aim and scope

The graduate status of teaching - Legislation³ on QTS requires that all those who successfully complete a course of initial training for teachers in Wales must hold a UK first degree or equivalent qualification. The aim is to ensure that they have attained the level of knowledge, understanding and transferable intellectual skills associated with graduate status. Those on undergraduate ITT programmes will, if successful, graduate and meet the QTS Standards at the same time. Those on postgraduate programmes need to attain degree-level qualifications before they can be admitted to ITT. Postgraduate includes one year full-time ITT courses, or their part-time equivalents, which offer qualifications at Postgraduate Certificate of Education, Professional Graduate Certificate of Education or Postgraduate Diploma in Education levels.

Degree subjects - The law does not specify that teachers should have a degree in a particular subject in order to teach. It is the Standards that specify the subject knowledge required to gain QTS. All trainees must meet the requirements of Standard 2.1, including knowledge and understanding of relevant national curricula, by the time they complete their training. But there is no statutory requirement for primary trainees to have a degree in a National Curriculum subject. Nor is there a requirement for secondary trainees to have a degree in a specified subject, as long as they can meet the requirement of Standard 2.1 for subject knowledge at degree level by the time they are assessed for QTS.

³ The Education (School Teachers' Qualifications) (Wales) Regulations 2004 (as amended).

Providers therefore need to consider the full range of applicants' attainment, not just the title of their degree. They need to judge whether, in the time planned for training, applicants would be able to bridge any gap between their subject knowledge at the time of admission, and the knowledge required to meet Standard 2.1 for their chosen age range and any specialist subject(s). Evidence of their subject knowledge at the time of admission could come from a detailed breakdown of degree content; details of any other academic, professional or vocational qualifications; assessment of relevant prior achievement; or an audit of their subject knowledge carried out by a provider.

Primary specialist subjects - The QTS Standards do not require primary trainees to be trained to teach a specialist subject, but providers are encouraged to offer a specialisation if they wish, and may decide to set a particular subject knowledge entry requirement for this. Otherwise, there is no requirement for a specific level of subject knowledge on entry, and providers may therefore wish to focus more on applicants' potential to develop the necessary knowledge and skills during training than on their having a specific body of knowledge at the time of admission.

Information on degree-level qualifications - Providers will need to make sure those responsible for decisions on entry are familiar with, or have access to advice on, the range of qualifications generally regarded as equivalent to a first or Bachelor's degree in the UK, including overseas qualifications, professional or vocational qualifications, and qualifications no longer available but held by mature applicants.

They will also need to be aware of the range of degrees awarded by UK institutions and which of these are postgraduate or post-experience. (For example the MEng is a four-year first degree, the BPhil usually a research degree, and some taught Master's degrees may be open to people without a first degree.) It is for the provider to decide whether an individual's qualifications can be deemed equivalent to a degree; providers that are not themselves degree-awarding bodies may wish to seek advice from those that are.

Foundation Degrees - The Foundation Degree is an award at the intermediate level between A-level, or NVQ3, and first-degree level. The degree is work-related, takes at least two years and is worth 240 credits at HE Levels 1 and 2. Credit-rating systems vary, but the award of an Honours degree normally requires 360 credits, of which 120 are at HE Level 3 (Level 6 of the NQF/CQFW). An Ordinary or pass degree will generally require at least 300 credits. Applicants with a Foundation Degree will therefore need to demonstrate additional attainment of at least 60 credits at HE Level 3 to meet the entry requirement for postgraduate ITT.

Vocational qualifications - Similar considerations apply to vocational qualifications at level 4 in the NQF. Those with NVQ4 will need additional credits at HE Level 3 if they do not have other qualifications at degree level.

Sources of information

Useful guidance on the main professional qualifications generally accepted as degree equivalent, including those relevant to specific secondary subject areas, may be available from subject departments in HEIs (for example modern languages, engineering, computing, science, business studies) and from relevant professional bodies. HEIs may also be able to provide information on the content of degree programmes to help providers audit subject knowledge.

The NARIC database includes information on overseas degrees and their equivalence to UK degrees. NARIC can be contacted direct at: UK NARIC, Ecctis Ltd, Oriel House, Oriel Road, Cheltenham GL50 1XP, telephone 0871 330 7033, fax 0871 330 7005, website www.naric.org.uk.

Information on Foundation Degrees can be found at www.foundationdegree.org.uk.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) was first published in 2001 and revised in 2008 by the Quality Assurance Agency for Higher Education (QAA). It describes the higher education

qualifications awarded by UK HEIs at five levels - numbered 4 to 8, with bachelor's degrees located within level 6, master's degrees in level 7 and doctorates in level 8.

The QAA's Honours degree qualification descriptor provides a useful benchmark for those considering the admission of applicants without a UK Honours degree. It describes the level of knowledge, understanding, analytical ability and transferable skills expected of an Honours graduate. Although there is no statutory requirement for teachers to have an Honours degree rather than an Ordinary or unclassified degree, providers generally consider an Honours degree desirable for postgraduate ITT. The HE framework document includes a table showing the five levels and is available on QAA's website at <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>

In March 2009 the Credit and Qualifications Framework for Wales *'Delivering the Promise' Implementation Plan and Handbook 2009 - 2014* was published and the relationship between qualification types, levels and typical credit values for levels 4 - 8 of the framework can be found page 118 -119. A copy of the document can be accessed on the Welsh Assembly Government's website at <http://wales.gov.uk/topics/educationandskills/learningproviders/creditqualificationsframework/handbook/?lang=en>. The guidelines are designed to complement the framework for higher education qualifications in England, Wales and Northern Ireland published by the QAA.

Questions for providers to consider

- Do those responsible for decisions on entry have the information and advice they need on qualifications equivalent to UK degrees?
- Do they have sufficient subject knowledge to make judgements on whether applicants are likely to meet the knowledge requirements of the Standards?

All providers must ensure that, as part of the selection procedures, ...

R1.8 Interviews

The requirement

All providers must ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.

Aim and scope

The interview provides an opportunity to explore aspects of applicants' potential that cannot be fully conveyed in a written application - for example, their personal qualities and potential to meet the Standards relating to professional values and practice. It is also an opportunity to assess candidates' subject knowledge and their command of spoken English. Candidates may also be assessed on their command of written English; their ability to read effectively; and, if necessary, their attainment of GCSE Grade C standard in English, mathematics and science.

Providers may wish to involve applicants in school-based or simulated problem-solving activities. Where applicants may be eligible for exemption from some Programme Requirements on the basis of prior achievement, providers could extend the interview process to establish the extent of possible exemption, for example through classroom observation, discussions of professional portfolios and discussions of prior achievement. For all applicants, providers may wish to consider how information from interviews might help identify and meet individual needs during training.

For all programmes, providers need to ensure that school partners are involved in interviews. Their professional experience can be particularly valuable in assessing whether applicants have the full range of qualities needed to be a successful teacher. In some cases interviews may have to take place at times when no staff members from partner schools are available, but providers and their partners should always seek ways of involving practising qualified teachers at the interview stage.

Providers will wish to ensure that interview procedures promote equality of opportunity and avoid discrimination. Staff involved in interviewing may need training to raise their awareness of equality and safeguarding issues.

Sources of information

Code of Practice on the Duty to Promote Racial Equality and related guides for schools and institutions of further and higher education 2002, Equality and Human Rights Commission:
www.equalityhumanrights.com.

The following documents are all available from the Equality and Human Rights Commission Helpline 0845 6046610 or 0845 6046620 (textphone) or from the Equality and Human Rights Commission website:

- The Disability Discrimination Act 1995
- The 2004 DRC Code of Practice: Employment and Occupation
- The 2006 DRC Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales
- The 2006 DRC Code of Practice for Providers of Post-16 Education and related Services.

Questions for providers to consider

- Are our interview procedures proving effective in selecting people who can reach the QTS Standards?
- How best can we involve practising qualified teachers from the partnership in interviews?
- Do we need new approaches to interviewing to take account of applicants' prior achievement?
- How far can interviews begin to identify individual training needs?
- How do we ensure our interview procedures treat all candidates fairly and consistently in line with published guidance, promoting equality of opportunity and avoiding discrimination?

R2 Training and assessment

The aim of these Requirements is to ensure that trainees receive the training they need to enable them to meet the Standards, are assessed against all the Standards, and only gain QTS if they meet them all.

Providers keep their provision under review as part of their normal quality assurance procedures and have their own arrangements for agreeing and monitoring change.

All providers must design the content, structure and delivery of ...

R2.1 Programme design

The requirement

All providers must design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the QTS Standards.

Aim and scope

The aim of this Requirement, which underpins all the other Requirements on training and assessment, is to ensure that trainees have the learning opportunities they need to develop their knowledge and skills so that they can demonstrate that they meet the Standards. Training also needs to provide opportunities for assessment (see R2.2) and meeting individual needs (see R2.3).

The role of schools and other settings (see R2.5 and R3) is crucial in providing the range of experience that trainees need, but not every school or setting can teach at least two Key Stages (see R2.4), or the full ability range, or a diverse pupil population. Providers will therefore need to work with a range of schools, and in some cases other settings, to provide sufficient breadth of experience.

In doing so, providers will need to recognise that schools outside Wales are highly unlikely to be able to provide opportunities to cover Standards that have a specifically Welsh dimension and will need to choose schools accordingly. Providers will be aware that for trainees to gain QTS, all individuals who have commenced a course of initial teacher training since 1 September 2008 are required to have undertaken their practical teaching experience, wholly or mainly in a school, independent school or other institution (except a pupil referral unit) in Wales. Guidance on this requirement is set out in more detail under R2.5 (*Time in School*).

ITT Providers may also need to make arrangements with partner schools to provide opportunities for paired or team teaching with experienced teachers so that trainees can gain the experience they need (see R3.1). They may also need to create other kinds of learning opportunity to supplement what local partners can provide.

These could include, for example, visits, talks, videos, case study exercises, simulations, role play and directed reading.

Training also needs to prepare trainees to meet the knowledge and understanding Standards (S2.1-7). For most trainees, providers will need to offer taught programmes to develop the necessary knowledge and understanding. The Requirements do, however, allow previous learning to be taken into account (see also R2.3 and R2.5).

Sources of information

The guidance on the Standards in this Handbook will help providers review the content, structure and delivery of training to ensure it enables trainees to show they can meet the Standards. For further guidance on evaluation and review, see R4.

Questions for providers to consider

- Can we map our training against the QTS Standards and show how each element contributes to developing trainees' ability to attain, or exceed, the Standards?
- Does our training provision address all the QTS Standards?
- Have we got the balance right between training in schools or other settings and training based elsewhere (in an HEI or other centre)?
- Are any elements of training not contributing sufficiently to attainment of the QTS Standards?
- Does trainees' time in school provide opportunities for them to work towards and demonstrate the QTS Standards?

All providers must ensure that trainee teachers' achievement ...

R2.2 Assessment

The requirement

All providers must ensure that trainee teachers' achievement against the QTS Standards is regularly and accurately assessed, and satisfy themselves that all trainee teachers have been assessed against and have met all the QTS Standards before confirming to the appropriate body that they can be notified that they are qualified teachers.

[At the time of publication, the appropriate body under the Education (School Teachers' Qualifications) (Wales) Regulations 2004 is the General Teaching Council for Wales. The Welsh Assembly Government may also notify persons that they are qualified teachers but has agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances.]

Aim and scope

The aim of this Requirement is to ensure that only those who meet the Standards gain QTS, and that those judgements about whether they meet the Standards are based on firm evidence collected throughout their programme. Providers will need to consider how they monitor trainees' progress, give them feedback, review and meet their individual needs, and encourage them to take responsibility for their own development.

Those assessing trainees are likely to need to see them meeting Standards in more than one context to be confident about their ability to meet them fully - for example, they might wish to see a trainee teach a different class, or subject matter requiring a different approach, in order to be confident about their ability to meet teaching Standards. Standards may, however, be grouped so that one occasion can be used to assess a trainee against several Standards. For example, observation and discussion of a lesson planned and taught by a trainee could provide an occasion to assess a group of Standards including aspects of professional values, subject knowledge, planning, teaching and assessment. On the other hand, some Standards will require assessors to look at other evidence - for example written work, portfolios recording

prior achievement, presentations or contributions to tutorials, or observation reports. Deciding whether a trainee meets the Standards is a matter of professional judgement, taking into account the trainee's performance as a whole and all the other relevant evidence.

It will be important to assess all work, both academic and professional, consistently and accurately (see also guidance on external assessment, R4.3). Some staff may need training to enable them to assess trainees consistently and accurately. Providers will also wish to consider whether assessment arrangements are fair to all trainees, promote equality of opportunity and avoid discrimination, particularly in the light of the duties placed on schools and HEIs by the Race Relations (Amendment) Act 2000.

Sources of information

The guidance on the Standards gives more detailed suggestions on how trainees could provide evidence that they meet the Standards.

Questions for providers to consider

- Do we give trainees constructive feedback on their progress against the QTS Standards?
- Do opportunities for assessment cover all the QTS Standards?
- Do those carrying out assessment have sufficient evidence to make sound judgements about trainees' ability to meet the QTS Standards in a range of contexts?
- Do we assess groups of QTS Standards together to avoid an atomistic approach?
- Which QTS Standards can be demonstrated wholly or partly in the classroom or other educational settings? Which Standards can be demonstrated by other means, including written assignments?
- Do we monitor trainees' progress and adjust training where necessary?
- Have all staff members involved in assessment had the training and development they need to enable them to assess accurately and consistently against the QTS Standards?

All providers must ensure that training takes account of individual training needs.

R2.3 Individual needs

The requirement

All providers must ensure that training takes account of individual training needs.

Aim and scope

The aim of this Requirement is to ensure that, both before and during training, trainees are given the support they need to succeed. This includes taking account both of any prior achievement that might justify exemption from some Programme Requirements, and of any specific training needs identified during selection or afterwards. Providers will need to develop ways of taking individual needs into account in establishing the exact length, nature, content and mode of delivery of training. This does not mean that every trainee must follow an individual programme, because many will have common needs; but all programmes should be flexible enough to accommodate different training needs even where there are many common elements.

Prior achievement - Many applicants will, before training starts, have spent time in schools and other settings where they have had opportunities to achieve or partly achieve some of the QTS Standards. All providers should consider whether applicants' prior achievement could exempt them from any programme Requirements, such as some of the time spent in school, or attendance at certain taught seminars, or the submission of particular written evidence. Providers will need to be satisfied that the trainee's achievement is valid and relates to activities with learners in the trainee's intended age range and subject(s).

Most trainees will need time and support to reach the Standards and many will need to complete a full standard training programme (see also R2.5 on time spent in school). Although trainees should be given credit for genuine achievements and not be required to repeat work unnecessarily, it is also important to ensure that they are given enough time and support to prepare them for assessment against the QTS Standards. It will not be in trainees' interests to

put them at risk of failure. Even the most experienced trainees are unlikely to be able to demonstrate their ability to teach for a sustained and substantial period of time (Standard S3.3.11) in less than six weeks.

Support before and during the programme - Some trainees may need additional support, for example to develop their subject knowledge, either before or during the course. Providers may wish to audit applicants' subject knowledge during selection and provide them with reading lists, bridging courses or distance learning materials before and during training. The guidance on S2 (knowledge and understanding) deals with how subject knowledge can be demonstrated at each Key Stage.

Sources of information

The guidance on the Standards in the Handbook will help providers identify what trainees have achieved and what more they need to do.

Questions for providers to consider

- How will we ensure training provides the flexibility to meet individual needs?
- How should we assess prior achievement?
- How should we verify what has been learned from experience?
- How should we audit subject and professional knowledge?
- How can we use initial needs assessment to develop training that meets individual needs?

All providers must prepare all trainee teachers to teach across at...

R2.4 Age range

The requirement

All providers must prepare all trainee teachers to teach across at least two consecutive Key Stages.

[For the purpose of this Requirement, “two key stages” includes courses covering the Foundation Phase only; courses covering Key Stage 2 only; and courses covering the 14-19 age range (Key Stage 4 and 16-19).]

Aim and scope

The aim of this Requirement is to ensure that trainees are well prepared for employment in schools. Training for at least two Key Stages will give them sufficient breadth of experience, and understanding of progression, to meet the needs of a wide range of schools as newly qualified teachers. Training must enable trainees to acquire the knowledge and skills they need across the full age range for which they are preparing to teach. To meet the Requirement, providers need to consider how the structure and design of their training (see R2.1) and trainees’ time in school or other settings (R2.5) will ensure that trainees are fully prepared to teach across at least two Key Stages. They can take account of time spent working with learners before training starts (R2.5).

Covering the full age range - The Requirement is a minimum: providers may, if they wish, offer programmes covering three Key Stages, such as Foundation Phase plus Key Stage 2, or Key Stage 3 and Key Stage 4; or they may decide to offer two Key Stages with some enhancement. They must, however:

- make clear to applicants which age range their training will cover;

- ensure that the training enables trainees to meet the relevant QTS Standards for each Key Stage they train for (see also Spending time on each Key Stage, below). This includes the subject knowledge requirements of Standard 2.1(a)-(d) and the related teaching requirements of Standard 3.3.2(a)-(d); Standard 3.3.11, which requires trainees to be able to teach across the age and ability range for which they are trained; and Standard 2.3, which requires trainees to be aware of expectations, typical curricula and teaching arrangements in the Key Stages before and after the ones they are trained to teach.

Trainees covering three Key Stages may need a wider range of subject knowledge than those covering two, and providers need to take account of this in deciding what to offer. Providers may decide to offer training that allows trainees to choose, at a certain stage, whether to train for two or three Key Stages. They will need to make the criteria for acceptance on each pathway clear. Providers may also wish to consider the employment needs of the schools they serve when deciding whether to offer two or three Key Stages, or two Key Stages with some enhancement. Some schools and other settings may particularly wish to recruit teachers able to cover a specific age range and providers will wish to prepare trainees as well as possible for employment.

Spending time on each Key Stage - Trainees will need to spend enough time on each Key Stage, whether they are training for two or three, to be able to show they can meet the QTS Standards that relate specifically to that stage. While many Standards are generic, some - for example those on subject knowledge or assessing learners' progress against national standards - will require trainees to demonstrate different knowledge and skills with different age groups. Trainees are entitled to sufficient time teaching their subject(s) at each of their Key Stages to enable them to meet the relevant Standards including S3.3.2 (teaching the relevant age range) and S3.3.11 (length and breadth of teaching experience).

This does not mean that, where trainees cover one or more of their Key Stages at an early stage of training, they must demonstrate full achievement of the relevant QTS Standards at that time. Nor do

they have to spend the same proportion of time in school on each Key Stage, teach in each Key Stage in their final assessed school experience or teach every year group in a Key Stage. Providers will, however, need to be confident that they have enough evidence to make judgements about whether trainees meet all the relevant Standards by the end of training. If, for example, a trainee demonstrated some weaknesses in relation to one Key Stage during a period of school experience relatively early in training, those responsible for assessment would need some evidence of improvement before confirming, at the end of training, that the trainee met all the Standards.

Evidence of improvement could come from various sources, depending on the Standard concerned. For example, improvement in subject knowledge could be shown through marked assignments, presentations or discussions with the trainee. Improvement in classroom management could be shown partly through work with other age groups and partly through discussions with the trainee. Providers will wish to make every effort to ensure that trainees have opportunities to show that they can teach their subject(s) to year groups undergoing national assessments and examinations; it may be necessary to arrange for them to work in pairs or teams with experienced teachers to ensure that they have sufficient experience with these groups.

Time in different settings - Some schools will be able to cover two Key Stages while others may be able to offer only part of the training. Trainees wishing to teach learners above or below compulsory school age are likely to benefit from training in early years or further education settings. If courses covering both KS2 and KS3 are being offered then trainees will need some time in a primary and in a secondary school to ensure they cover the two Key Stages fully.

Part of the training may take place in a special school, particularly where a provider chooses to offer an additional specialism in SEN. But training in a special school alone is unlikely to prepare a trainee to meet all the Standards. For example, trainees need to be able to teach the National Curriculum to a range of learners across two

Key Stages and could not do this if they were working only with learners for whom the National Curriculum had been disapplied.

Primary non-core subjects - Providers of KS2 (or Foundation Phase and KS2, or KS2 and KS3) programmes will need to consider how best to train and assess trainees in the required range of non-core subjects (Standards S2.1(b) and S3.3.2(b)). Providers do not need to increase higher education institution input to training to cover these standards if they can draw on contributions from effective school-based tutors during trainees' time in school. They will, however, need to be sure that trainees will have opportunities to teach the required range of subjects, with the support of an experienced teacher. Providers and their partners may wish to consider how subject leaders can best contribute to training.

Questions for providers to consider

- Can we provide the appropriate experience and training in schools or other settings for the Key Stages trainees will cover?
- How will we provide enough experience across two or three Key Stages, so that trainees know the key issues for each year group?
- How should we provide for trainees to gain awareness of issues relating to the Key Stages before and after those they are trained to teach (Standard S2.3)?
- Do school-based tutors or potential tutors in non-school settings need additional training?
- How will training enable primary trainees to cover non-core subjects in school?
- Do schools where trainees are likely to be employed need teachers trained for more than two Key Stages?

All providers must ensure that trainee teachers spend at least the ...

R2.5 Time in school

The requirement

All providers must ensure that trainee teachers spend at least the following amounts of time being trained in schools, recognising that a trainee teacher's former experience of working with pupils may, at the discretion of the ITT provider, count towards these totals:

- 32 weeks for all four year undergraduate programmes
- 24 weeks for all two and three year undergraduate programmes
- 24 weeks for all secondary and Key Stage 2/3 postgraduate programmes
- 18 weeks for all primary postgraduate programmes.

Each trainee teacher must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainees to work towards the achievement of the QTS Standards.

Aim and scope

The aim of the Requirement on time in school is to ensure that trainees have sufficient high-quality experience to enable them to demonstrate that they meet the QTS Standards. In particular, Standard 3.3.11 makes clear that those gaining QTS 'can take responsibility for teaching a class or classes over a sustained and substantial period of time', and 'are able to teach across the age and ability range for which they are trained'. The Requirement is also linked to R2.4 on training to teach at least two consecutive Key Stages and R2.3 on taking account of individual training needs. The principle underlying all decisions about time spent in school or other settings should be that it contributes as much as possible to helping the trainee to meet the Standards (see R2.1).

'School' includes early years settings where children work towards the early learning goals, and sixth form colleges or other further education institutions offering post-16 provision. Those training for these Key Stages may therefore count time in such settings as part of their time in school, as long as they also spend enough time in school to meet the Standards relating to their other Key Stage(s), and their programme as a whole enables them to meet all the Standards.

Exemption based on prior achievement - The guidance on meeting individual needs (see R2.3) suggests that experienced applicants might be exempted from part of the time in school Requirement, as long as they are given enough time in their programme to demonstrate that they have achieved the Standards. Those with extensive experience could have their time in school reduced to the minimum needed for them to demonstrate achievement of the Standards. Others might be exempted from part of the Requirement on the basis of their experience with a particular age group, for example if they are experienced teachers in further education or have supported children in working towards achieving the early learning goals in the Foundation Phase. There is no statutory limit on the amount of exemption a provider could allow, but it is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the QTS Standards over a period of less than six consecutive weeks of observed and assessed teaching.

Time in schools and other settings during training - Once providers have established whether a trainee could be exempted from any of the required time in school on the basis of prior achievement, they can then consider how much of the remaining time in school could be spent in other settings where a trainee could work towards achievement of the QTS Standards. Trainees should spend a significant amount of time teaching their chosen age range in a school or further education institution and being assessed against the Standards, including S3.3.11. But a variety of other settings could contribute towards the total, for example other pre-school and nursery settings, vocational settings, field trips, and educational activities in theatres or

museums. These could contribute particularly to S3.1.5 (planning out-of-school learning opportunities).

In considering the extent to which time in non-school settings can develop a trainee's ability to meet the Standards, providers will wish to ensure that trainees receive the quality of support they need and that their achievements can be reliably recorded and assessed. In an early years setting, for example, a provider might wish to ensure that a trainee would have the support of a qualified teacher. If non-school settings are making a substantial contribution to training, providers may wish to make them members of the partnership, along with schools, and follow the guidance on partnership and quality assurance in sections R3 and R4 below.

Experience in two schools - Trainees need breadth and variety of school experience to enable them to meet all the QTS Standards. They need to experience different approaches to teaching and learning and to school management. They need to teach learners of different backgrounds, across the ability range and in at least two Key Stages. The Standards place considerable emphasis on diversity and inclusion. Most trainees will therefore benefit, where possible, from experience in more than two schools and in other settings too. However, some very experienced trainees may already have taught in schools other than those where they will be training and have gained experience of teaching a diverse range of learners.

The Requirement gives providers discretion to consider whether previous experience can be taken as trainees having met part of the Requirement, and thus requiring further training in only one school during their training programme. In such cases, however, providers will need to take particular care that the experience on which the trainee's QTS assessment will depend is of the highest possible quality and fully complements their previous experience, so that the trainee is not put at risk of failure.

In general, all school experience should be in schools in the relevant phase(s) for the trainee's two or three Key Stages, so that time in school is used to the best possible effect in enabling the trainee to meet the Standards. There may be exceptional cases,

however, where it is not possible for a trainee to attend more than one school in the relevant phase. In such cases, time in a school or other setting outside the trainee's age range could be acceptable as a means of providing breadth of experience. The provider would need to be sure that all the Standards applying to the relevant Key Stages could be addressed in a single school. This kind of arrangement should only be made in cases of individual trainee need; planned programmes should always aim to provide all trainees with experience in at least two schools covering the Key Stages for which they are training.

Schools outside Wales - The Education (School Teachers' Qualifications) (Wales) Regulations 2004 (SI 2004/1729) were amended by the Education (School Teachers' Qualifications) (Amendment) (Wales) Regulations 2008 (SI 2008/215) with effect from 2 February 2008. The 2004 Regulations as amended provide that to be a qualified teacher, those who commence a course of initial teacher training on or after 1 September 2008 must have undertaken their practical teaching experience for the purposes of that course wholly or mainly in a school, independent school or other institution (except a pupil referral unit) in Wales.

This requirement aims to ensure that trainees undertake sufficient teaching practice in schools in Wales to enable them to show that they can teach the relevant subjects of the Welsh National Curriculum or other subjects taught to public examination level. The QTS Standards also include a number of areas with a specifically Welsh dimension - for example, the various Foundation Phase requirements; and the requirement that trainees should show that they make appropriate use of the Curriculum Cymreig / Wales, Europe and the World.

The "wholly or mainly" requirement of the Regulations take account of the fact that there may be circumstances in which a placement in schools outside Wales would be appropriate, for example, when trainees have already demonstrated that they meet those standards that relate to the distinctive elements of the National Curriculum for Wales. Trainees specialising in Modern Foreign Languages may benefit from time in schools abroad.

However, providers will need to ensure that any training outside Wales contributes to a trainee's ability to meet the QTS Standards for Wales.

Sources of information

Estyn reports on schools, early years settings and post-16 institutions are on its website www.estyn.gov.uk. Providers may wish to take account of Estyn reports when arranging time in school or other settings for trainees. Estyn has also published a number of reports relevant to pupil diversity and inclusion (see its website and the publications list in Annex A).

Questions for providers to consider

- Is the balance between school and non-school settings right to prepare each trainee to meet all the QTS Standards?
- Does every trainee have access to the necessary age, ability and subject range?
- Do trainees have the support they need from qualified teachers in each school or non-school setting?
- How should we assure the quality of experience in school and non-school settings?
- Do we need any special arrangements for particular trainees (for example those based in geographically isolated schools or other settings)?
- Are we able to provide opportunities for trainees to teach in environments with a diverse pupil population? If not, how will we ensure that trainees are prepared to meet the Standards dealing with diversity and inclusion?
- Are we able to provide opportunities for trainees to teach learners across a wide ability range?

R2.6 Career Entry Profile and Induction

The requirement

All providers must ensure that all those who are assessed as meeting the QTS Standards receive and are supported in completing a Career Entry and Development Profile, are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these.

Aim and scope

All providers must ensure that all those who are assessed as ...

This requirement establishes training providers' responsibilities in relation to the Career Entry Profile (CEP) and induction. Successful trainees must not only receive a CEP but be supported in working with it; and training providers must actively help trainees to prepare for their role in the induction process.

[Note: the CEP was previously entitled the Career Entry and Development and Development Profile. The wording of the requirement refers to the previous title but the guidance here for ease of reference refers to the current title.]

The Career Entry Profile - Providers know that ITT is one stage in a long-term process of professional development that will continue throughout a teacher's career. During the first year of teaching, the next stage - the statutory Induction period - combines an individualised programme of professional development with an assessment against national Induction standards. Like ITT, Induction is both a distinct phase of professional development and part of a continuum. It is important for Induction to build on the newly qualified teacher's (NQT's) achievements in meeting the QTS Standards.

The CEP is therefore intended to help trainees and NQTs to make constructive connections between these stages of their careers. Specifically, it is designed to give them:

- a focus for their thinking, towards the end of an initial training programme, about what they have achieved and still want to achieve;

- a way of drawing on this thinking at the start of the Induction period, and considering it alongside other factors when planning an induction programme.

The Profile is a tool which prompts the teacher, at key transition points in ITT and Induction, to reflect on their professional development and to note their responses. These responses are not ends in themselves: they should be used to focus the new teacher's thinking, to inform further discussions with their ITT and Induction tutors, and to feed into subsequent planning for professional development. The value of the Profile lies in the thinking and discussion about professional development which it supports, not in what is written on the form.

The CEP is designed to be used flexibly, and to support or form part of the recording, reflection and planning processes which arise naturally from ITT and Induction. More specifically, as trainees come to the end of their ITT programmes, the Profile asks them to think about how far they have come in their professional development. This process is likely to form a natural part of a training programme. This section of the Profile will help trainees, in discussion with their ITT provider, to think about their experience from both before and during their formal training programme, and to identify the key points in relation to their teaching. It also helps them to think about where their individual future professional development should concentrate in order to:

- reflect and build on the strengths in their practice
- develop aspects of the teacher's role in which they are particularly interested
- provide more experience, or develop expertise, in areas that they have developed to a more limited extent so far.

Induction - All NQTs must successfully complete Induction to continue teaching in a maintained school or non-maintained special school. As with ITT, NQTs should play an active role in their Induction. Training providers should therefore help trainees understand their entitlements and obligations under the statutory arrangements. Beyond this, providers will wish to help trainees to

make the link between their role in Induction and their experience, during ITT, of analysing their development needs, setting objectives and planning professional development activities.

Questions for providers to consider

- How do we help trainees prepare for the Induction phase of their career development?
- How familiar are key members of staff with the statutory induction arrangements and, in particular, the NQT's role within these?
- How can we use the CEP to help trainees reflect on their professional development towards the end of our programme? What existing processes might make use of the CEP?
- What processes or documents relating to recording and planning professional development during our programme could trainees draw on when answering the questions posed during the CEP's first 'transition point'?

All providers must ensure that students are familiar with the ...

R2.7 Child protection

The requirement

All providers must ensure that students are familiar with the most recent national guidance on child protection, including the Children's Commissioner for Wales' 'Clywch' report into child abuse; that training courses include awareness of how abusers might operate; and that the findings of the 'Clywch' report form part of training courses.

Aim and scope

This requirement emphasises training providers' responsibilities to ensure that specific provision is made in ITT courses on child protection issues. Child protection is a part of safeguarding and promoting welfare and should be understood within the wider Safeguarding context. Safeguarding is broader than 'child protection' as it includes prevention. Safeguarding and promoting the welfare of children has been defined as protecting children from abuse and neglect; preventing impairment of their health or development; and ensuring that they receive safe and effective care so as to enable them to have optimum life chances. Child protection refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

Standard S1.8 requires those gaining QTS to demonstrate that they are aware of, and work within, the statutory frameworks relating to teachers' responsibilities. Child protection issues form part of those responsibilities. Further guidance may be found in Welsh Assembly Government Circular No: 005/2008. Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002.

Specific attention is drawn to the Children's Commissioner for Wales' 'Clywch' report into allegations of child abuse and that its findings form part of training courses. In particular, providers should note that the Commissioner highlighted the need for teachers

to have the knowledge, skills and confidence to detect signs of possible abuse and take action to protect children in their care.

Providers would not be expected to ensure that all trainees have in-depth knowledge and skills; there should be a recognition that trainees may not have the authority that comes with employment in a school and there should be emphasis on working with other teachers, relying on the help of an experienced teacher as appropriate, and working within a school's policies in this area. Although this requirement applies to all ITT courses, the Commissioner highlighted the need to address issues about the teaching of drama in particular.

This requirement links to R1.5 (suitability to teach).

Questions for providers to consider

- How do we integrate this requirement into our ITT courses?
- How do we organise that training courses to include an awareness of how abusers might operate and the findings of the 'Clywch' report?

R3 Management of the ITT partnership

Most of the QTS Standards can only be fully demonstrated when trainees are working with learners in the classroom or other settings where learners are taught; and training is most effective where practising teachers are directly involved. The Requirements therefore specify that ITT providers must work in partnership with schools.

'Schools' includes sixth form colleges, other further education institutions and early years settings where trainees can demonstrate that they meet the Standards for Qualified Teacher Status.

Successful partnerships benefit everyone involved. Trainees can be confident that all partners are making a planned, integrated contribution to their training. Teachers have fresh opportunities to reflect on and articulate their own practice and to engage in professional dialogue with trainees, tutors and other colleagues. Schools, and HEIs, have the opportunity to engage with new ideas and draw on experience and expertise in relation to the Induction of newly qualified teachers and the continuing professional development of their staff. Providers are better placed to ensure their ITT programmes reflect the changing needs of schools.

There is already a diversity of successful approaches to partnership, and this guidance seeks to build on that practice by describing, for each of the partnership Requirements below, some of the common characteristics of effective partnerships. The guidance does not recommend any single model for a partnership: the quality of training provided by a partnership is more important than the way it is organised. Guidance on quality assurance is given under R4. Partnerships will also wish to take quality into account in deciding who should be a member of the partnership, drawing on, for example, Estyn reports and information on the experience and qualifications of staff.

All providers must work in partnership with schools and actively involve them in: ...

R3.1 Partnership in ITT

The requirement

All providers must work in partnership with schools and actively involve them in:

- *planning and delivering ITT*
- *selecting trainee teachers*
- *assessing trainee teachers for QTS.*

Aim and scope

The aim of this Requirement is to ensure that schools are full partners in ITT in every way: not only do they contribute to the delivery of training; they also participate in planning training, and in selecting and assessing trainees. This enables the partnership to draw on the strengths of all partners, develop their capacity to contribute to training, and ensure that trainees benefit from a coherent, well-planned and effective programme of professional training. The partnership agreement (see R3.2) can be used to set up practical arrangements for working together, for example through regular meetings of a partnership committee.

Planning and delivery of training - Effective partnerships plan together to ensure that training in different settings is fully integrated and prepares trainees to meet all the Standards (see also R3.3). They provide opportunities, where relevant, for school staff to contribute to HEI-based components of ITT programmes.

School partners contribute to the regular review of the ITT programme to ensure that it meets the needs of trainees and schools. Schools provide suitable staff to make a substantial contribution to school-based training. They also offer opportunities for trainees to observe experienced teachers, gain experience of different aspects of teachers' work and contribute to the corporate life of the school.

Providers and schools work together to find ways of giving trainees the experiences they need to meet all the Standards, balancing the day-to-day needs of the school against the need for all newly qualified teachers to be fully prepared for their roles. They ensure that trainees are given opportunities to take responsibility for classes across two or three Key Stages and to work with experienced teachers in pairs or teams on those areas of the Standards where a trainee cannot take full responsibility but must develop the knowledge and skills needed to meet the Standards - for example reporting to parents, preparing learners for national assessments, and assessing them against national standards. They provide opportunities for trainees to discuss and reflect on their experiences and achievements with experienced teachers.

Selecting trainees - Effective partnerships work together to agree the formal criteria and procedures for selecting trainees. They enable school-based tutors to participate in the admissions process and, wherever possible, take part in individual or group interviews. Schools provide applicants with opportunities to work with their learners in schools, and report on their suitability for training.

Assessing trainees - In an effective partnership, school-based tutors contribute to the assessment of trainees against the Standards. They could, for example, monitor and record trainees' progress; plan assignments and tasks to enable trainees to provide evidence of their achievements; contribute to summative, evidence-based, final assessments; and contribute, with other members of the partnership and with external examiners, to the moderation of assessment.

Questions for providers to consider

- Could school partners and other settings contribute more to selecting, training and assessing trainees?
- Should we do more to develop the capacity of members of the partnership to contribute?

All providers must set up partnership agreements which: ...

R3.2 Partnership agreements

The requirement

All providers must set up partnership agreements which:

- *make clear to everyone involved each partner's role and responsibilities*
- *set out arrangements for preparing and supporting all staff involved in training*
- *make clear how resources are divided and allocated between the partners.*

Aim and scope

The aim of this Requirement is to ensure that all partners understand what is expected of them and have the capacity to make their contribution, within an agreed division of available resources. This will help the partnership deliver coherent and integrated professional training more effectively.

Most effective agreements are the outcome of consultation in which the views of all partners are taken fully into account. They are clear, working documents that can be used by all partners, supplemented by documents containing more detailed information (for example course handbooks). They are regularly reviewed and revised by members of the partnership.

Clear roles and responsibilities - All trainers and trainees need to be clear about who is responsible for each element of training and assessment, and how the elements fit together to ensure training addresses all the QTS Standards. Partnerships may wish to consider whether schools can take on increased responsibilities - for example supporting trainees in schools other than their own.

Staff preparation and support - It is the provider's responsibility to ensure that all staff members are fully prepared for their contribution to selecting and assessing trainees, and planning and delivering training. The arrangements set out in the agreement could include training sessions, practical activities for school and

HEI-based staff, and familiarisation events where each partner's contribution to the training is discussed. They could also involve follow-up support through such exercises as the joint observation of trainees.

When planning training for school-based staff, effective partnerships take account of the particular circumstances of schools. For example, where day-time release is problematic, in-school sessions could be organised. Successful partnerships encourage their members to support each other. It is, however, the provider's responsibility to ensure that all new staff members in the partnership are fully prepared for their roles and that all existing trainers are kept up-to-date with recent developments, including changes in the Standards and Requirements and in statutory duties relating to equality of opportunity.

Allocating resources - All members of the partnership should be clearly informed about how the resources for ITT will be shared and how each partner will be rewarded for the contributions it makes towards training. This payment is likely to be mainly financial but may also include other forms of remuneration: for example, school-based partners may gain enhanced access to other partners' programmes, facilities or other professional services. The more information that the partnership shares about the costs of training, the greater the trust that is likely to be developed between its members.

Other aspects of partnership - Partnership agreements often include further information on:

- the partnership's aims for each of its ITT programmes
- the criteria and procedures used for recruiting, selecting and deselecting members of the partnership
- whether some members are 'full' or 'associate' members of a partnership - for example, where some schools or other settings wish to contribute to ITT but not take on full partnership responsibilities
- the management structure of the partnership, including lines of communication, decision making and accountability

- arrangements for representative committees or consultative groups, or for the clustering of partnership schools
- procedures for monitoring the quality of training, and other provisions for quality assurance throughout the partnership
- how the outcomes of quality assurance and external evaluation will be used to improve the quality of provision
- arrangements for the regular review and updating of procedures and documentation.

Partnerships will wish to consider including in their partnership agreements arrangements for ensuring that, in selecting, training and assessing trainees, they promote equality of opportunity and avoid discrimination, not least in light of the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act as amended. These arrangements could include, for example, steps to raise awareness of equality issues; to address equality and racial equality matters coherently and consistently; and to tackle racist incidents and support trainees who are victims of racism during their training.

Questions for providers to consider

- Does the agreement cover everything it should?
- Are the partners following the agreement in practice?
- Do we need to revise the agreement?
- Do we need to review arrangements for selecting and deselecting partners to take account of the involvement of non-school settings?

All providers must make sure the partnership works effectively, ...

R3.3 Effective partnership

The requirement

All providers must make sure the partnership works effectively, and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

Aim and scope

The aim of this Requirement is to ensure that providers keep the effectiveness of their partnership under review, focusing particularly on its effectiveness in providing training. Training needs to be consistent and co-ordinated, with continuity across different settings, so that all trainees can benefit from equal opportunities to achieve their potential, wherever they train and whatever route they take. Training needs to address all the QTS Standards systematically - for example, ensuring that trainees' experience in different settings enables them to demonstrate that they can teach learners from different backgrounds across the age and ability range in at least two Key Stages. Training also needs to provide planned progression in the demands made on trainees as they progress towards the Standards.

Partnerships are most likely to work effectively when members:

- have a shared understanding of the Standards and Requirements
- are committed to delivering high-quality training across the partnership
- recognise and respect each other's contribution
- follow their agreed procedures
- share good practice within and beyond the partnership.

Questions for providers to consider

- Do all partners think the partnership works effectively?
- Are all partners and trainees consulted about how best to ensure consistency, continuity and co-ordination for trainees?

R4 Quality assurance

The Requirements for quality assurance aim to ensure that providers of ITT establish the means to achieve and maintain high quality. Quality assurance procedures need to cover all aspects of provision, particularly the quality of training, assessment and management.

In part, quality assurance will be achieved through systems that monitor and evaluate training and the achievements of trainees. Also critical is the way in which evidence from a variety of sources is used to determine priorities for action and target setting. Quality is also heavily influenced by management practice: the selection and development of trainers, their involvement in planning and the procedures for evidence-based decision making are all features of management that have a direct impact on quality.

All providers must ensure that their provision complies with the ...

R4.1 Compliance

The requirement

All providers must ensure that their provision complies with the National Assembly for Wales's current Requirements for the Provision of ITT Courses.

Aim and scope

This Requirement underpins all the others. It is an integral element of the criteria for the accreditation of ITT providers and forms the basis for their inspection. To meet the Requirement, providers need quality assurance (QA) procedures that review compliance regularly.

Questions for providers to consider

- Do our QA procedures ensure that we review compliance with all the Requirements actively and regularly?

All providers must ensure that trainee teachers have access

R4.2 Resources

The requirement

All providers must ensure that trainee teachers have access to the books, ICT and other resources they need - relevant to the age ranges and subjects they are training for - to develop trainee teachers' knowledge, understanding and skills to at least the QTS Standards.

Aim and scope

The aim of this Requirement is to ensure that trainees have the resources they need to achieve the Standards. Trainees need convenient access to a sufficient supply of relevant, up-to-date books and other resources; they need access to ICT facilities at reasonable times; and they need workable alternative arrangements when a provider does not itself offer direct access to all these resources.

The partnership as a whole needs to consider how each partner can contribute to providing learning resources and whether they need to look beyond the partnership for help. On programmes where trainees are geographically remote from the provider's main base, partnerships may wish to consider extending their use of ICT (for example to disseminate distance learning materials, enable trainees to communicate with each other, or provide tutorial support).

Questions for providers to consider

- Do trainees on all programmes have access to the resources they need, when they need them?
- Do trainees have the resources they need to equip them to undertake their practical teaching experience in a partnership school setting?
- Could we use ICT more as a learning resource?
- Does our training make the best use of all the partnership's resources?
- How effective are our procedures for reviewing and improving the provision of learning resources?

R4.3 Moderation of assessments of trainees

The requirement

All providers must ensure that rigorous internal, and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments.

Aim and scope

The aim of this Requirement is to safeguard the standard of QTS in Wales. Assessments must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the QTS Standards. Trainees can only be assessed as meeting the QTS Standards if they meet all the Standards. Because external moderators have a role in ensuring consistency of Standards across as well as within partnerships, providers will wish to ensure that their views are taken fully into account in reaching decisions on trainees' achievement of the Standards.

The Requirement relates only to assessment against the QTS Standards. Assessment for an academic award (such as BEd or PGCE) is a matter for the responsible HEI. The same person could, however, act as both external moderator for QTS and external examiner for an academic award, as long as he or she had a thorough practical knowledge of the Standards and expertise in using them to assess trainees.

Internal moderation - Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed consistently and fairly.

Procedures could include, for example:

- the involvement of staff from at least two partners (for example an HEI and a school) in the assessment of all trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as likely to fail or on the pass/fail borderline
- joint observation of trainees' teaching

- discussion by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement, and provisional agreement that the QTS Standards have been met, subject to the views of the external moderator
- arrangements for feeding back information to help quality assurance of the training, including monitoring equal opportunities (see also R4.4).

External moderation - The training partnership is responsible for appointing suitable external moderators for all ITT courses offering QTS which are run by ITT providers accredited by HEFCW. The external moderators should be experienced in making assessments of teachers or trainees, well informed about the Standards and Requirements, and prepared to make evidence-based evaluations of the training (see R4.4) as well as the trainees.

The responsibility of external moderators could include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees whom internal moderators regard as possible failures or being on the pass/fail borderline
- observation of the teaching of all trainees in the designated sample
- the opportunity to observe the teaching or scrutinise the work of any additional trainees not included in the original sample
- discussion with relevant internal staff of all the evidence available on whether individual trainees have achieved the QTS Standards
- scrutiny of internal QA arrangements
- producing a report that includes an evaluation of the strengths and weaknesses in the provision observed, clearly linked to the Standards and Requirements (see R4.4).

Questions for providers to consider

- Do our internal moderation procedures ensure that assessments are accurate and reliable?
- Should more, or different, trainers take part in internal moderation?
- Do our external moderation procedures ensure consistency of assessment?
- Are internal and external moderators providing feedback to improve provision (see R4.4)?

All providers must ensure that issues concerning quality raised ...

R4.4 Improvement through moderation

The requirement

All providers must ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training.

Aim and scope

As well as safeguarding the standard of QTS, moderation should provide evidence to help providers evaluate their own performance and devise plans for improvement. Providers need to ensure that internal and external moderators relate the strengths and weaknesses they observe in individual trainees to possible strengths and weaknesses in the quality of their training as a whole.

They also need to ask external moderators to make specific recommendations for improvement. They can then use this evidence, together with evidence from other sources (such as inspection reports, performance data and trainees' feedback), to inform their action planning and targets for improvement.

Questions for providers to consider

- Are moderators giving us useful feedback on quality?
If not, do they need a more specific remit?
- Are we following up the feedback with action?

All providers must systematically monitor and evaluate all aspects ...

R4.5 Evaluation

The requirement

All providers must systematically monitor and evaluate all aspects of provision to improve its quality and ensure that it complies with the National Assembly for Wales's current Requirements for the Provision of ITT Courses. Systems should be in place to:

- *identify targets for improvement*
- *review provision against these targets*
- *specify the action to be taken to secure improvements*
- *ensure that the specified action is taken, and that it leads to improvement.*

Aim and scope

This Requirement defines the essential features of an effective QA system. To ensure their system meets the Requirement, providers may find it helpful to define responsibility for QA clearly within the partnership and foster a culture of professional self-evaluation in which all partnership staff seek to improve the quality of training, assessment and management. They should also analyse and make use of evidence supplied from a variety of sources, including their own trainees, their former trainees, employers, external moderators, Estyn and the Welsh Assembly Government in order to bring about improvement.

Providers will need to have systematic procedures in place that relate the outcomes of evaluation to target setting for improvement, and use target setting to develop improvement plans that include designated responsibilities, a defined timescale and procedures for monitoring and evaluation. They will evaluate the impact of improvement plans and other initiatives against the original targets, and have means to detect any weaknesses and to act speedily to improve provision when urgent action is required.

Providers will be aware that the Race Relations (Amendment) Act 2000 places a duty on institutions to monitor the admission and progress of students by racial group and a duty to assess the impact

of policies on staff and students by racial group. The Equality and Human Rights Commission's Code of Practice recommends that these should be done through existing processes. Providers will wish to ensure, therefore, that their quality assurance procedures include the collection and use of ethnic monitoring data and the assessment of the impact of policies on race equality.

Questions for providers to consider

- Is information available to help identify targets for improvement?
- Are we acting on it?
- Does action lead to improvement?

All providers must, if they regularly provide training, benchmark ...

R4.6 Benchmarking

The requirement

All providers must, if they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

Aim and scope

The aim of this Requirement is to improve the quality and consistency of training across all providers, by requiring all those who regularly provide training to compare their performance with that of others in similar circumstances. Providers could, for example, use their own data to analyse their own performance and compare it with that of other providers to identify how it may be improved. They could use externally supplied data, such as that from the performance profiles, to compare their performance against similar providers. They could also analyse evidence of successful practice, such as that identified in Estyn inspection reports, and assess whether their own practice and performance could be improved through adopting such practice. They could use demographic data, for example, to set and review targets for participation in ITT by minority ethnic groups.

Questions for providers to consider

- Are we putting internal and external data to good use in benchmarking?
- Could successful practice elsewhere help us identify targets for improvement?

Annex A Further reading and sources of information

Standards for QTS: main statutory and guidance documents relating to professional values and practice

This section lists the main statutory and guidance documents relating to the care and education of children and young people and to the role and responsibilities of teachers. It is intended for reference, as background to standard S1.8 (working within the law) and other standards where knowledge of, for example, health and safety or child protection will be relevant.

Child protection

Welsh Assembly Government Circular 005/2008:
Safeguarding Children in Education: The role of Local Authorities and Governing Bodies under the Education Act 2002

National Assembly for Wales Circular 34/2002: *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service*

National Assembly for Wales Circular 02/2003: *Criminal Records Bureau: Basic Facts for School Volunteers*

National Assembly for Wales Circular 33/2005: *Reporting cases of Misconduct or Professional Incompetence in the Education Service, December 2005*

National Assembly for Wales, Circular 23/2006: *Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Practitioners.*

Welsh Assembly Government Circular: *Safeguarding Children: Working Together Under the Children Act 2004*

Welsh Assembly Government Circular 005/2008: *Safeguarding Children in Education: the role of local authorities and governing bodies under the Education Act 2002*

Copies of the Welsh Assembly Government's response to the Clywch recommendations may be accessed via the following link

www.wales.gov.uk/topics/educationandskills/publications/guidance/Clywch_response_assembly_gov?lang=en

The Children's Commissioner for Wales's Clywch report: available from: www.childcomwales.org.uk/en/publications-list/

The Minister for Education, Culture and the Welsh Language presented an update on implementation of the Assembly Government response to Clywch in July 2007: www.wales.gov.uk/about/cabinet/cabinetstatements/2007/1568720/?lang=en

National Assembly for Wales, *Children and Young People: Rights to Action* January 2004

Safeguarding and protecting children and young people: *A guide and good practice exemplification for awarding bodies (ACCAC, QCA, CEA, April 2006)*

Safeguarding Vulnerable Groups Act 2006

The Children Act 2004

Sexual Offences Amendment Act 2000, Section 3

Staffing of Maintained Schools (Wales) Regulations 2005

Home Office (1999), *Caring for Young People and the Vulnerable? Guidance for Preventing Abuse of Trust* (Produced jointly with the National Assembly for Wales, Northern Ireland Office, Department of Health and Department for education and Employment)

Home Office Circular 06/2006: *The Notifiable Occupations Scheme: Revised Guidance for Police Forces*

NSPCC, *Learning to Protect - A Child Protection Resource Pack for Teacher Training* www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/learningtoprotect_wda47885.html

Special Education Needs/Disability

Welsh Office Circular 56/94: *The Education of Children with Emotional and Behavioural Difficulties*

Welsh Office Circular 34/97: *Supporting Pupils with Medical Needs in Schools; and*

Welsh Office Circular 57/94: *The Education of Sick Children*

[* Both documents are currently being merged and updated and the revised guidance will issue for consultation Autumn 2008]

National Assembly for Wales Circular No:47/2006 *Inclusion and Pupil Support*.

Special Educational Needs Code of Practice for Wales (National Assembly for Wales 2002)

Welsh Assembly Government SEN Code of Practice Leaflets and Handbook for Parents 2003

Handbook of Good Practice for Children with Special Educational Needs (National Assembly for Wales 2003)

Welsh Assembly Government Guidance for Headteachers and Teachers in Wales: Promoting Disability Equality in Schools

A focus on achievement - guidance on including pupils with additional needs in whole school target setting (ACCAC 2001)

Special Educational Needs and Disability Act 2001

The Children and Young Persons Act 2008

Education Act 1996 part IV

Disability Discrimination Act 2005 (as amended)

Please also visit the Equality and Human Rights Commission's website at www.equalityhumanrights.com/wales for details of the

publications and code of practices they have issued (full contact details for the Commission are provided under the "Further Useful Contacts" section of this document).

Inclusion/Discrimination

Welsh Assembly Government Circular No 34/97: *Supporting People with Medical Needs in Schools*

National Assembly for Wales Circular 2/2001: *Guidance for the education of Looked After Children*

National Assembly for Wales Circular 27/2002: *Collecting and Recording Data on Pupil's Ethnic Background*

National Assembly for Wales Circular 23/2003: *Respecting Others: Anti-Bullying Guidance*

National Assembly for Wales Circular 34/2005: *Quality Standards in Educational Services for Children and Young People with Sensory Impairment*

National Assembly for Wales Circular No: 42/2006: *Guidance for Governing Bodies on the Establishment and Operation of School Councils*

National Assembly for Wales Circular No:47/2006: *Inclusion and Pupil Support.*

Welsh Assembly Government Circular 03/2008: *Moving Forward - Gypsy Traveller Education*

Welsh Assembly Government Circular 006/2008: *Meeting the Challenge- Quality Standards in Education for More Able and Talented Pupils*

An introduction to the school curriculum in Wales: (ACCAC 2003) - Inclusion Statement in Introduction

Centre for Studies on Inclusive Education (Revised 2002): Index for Inclusion: Developing Learning and participation in schools. Revised version issued 2003

A focus on achievement - guidance on including pupils with additional needs in whole school target setting (ACCAC 2001)

A curriculum of opportunity: developing potential into performance (ACCAC, 2003)

Equal opportunities and diversity in the school curriculum (ACCAC 2001)

Equal Opportunities and Diversity in Schools in Wales (Estyn 2005)

Special Educational Needs Code of Practice for Wales (National Assembly for Wales, 2002)

Handbook of Good Practice for Children with Special Educational Needs (National Assembly for Wales, 2003)

Welsh Assembly Government SEN Code of Practice Leaflets and Handbook for Parents (2003)

Estyn report to the Welsh Assembly Government: *Behaviour Management Training* (Estyn 2004)

Estyn report to the Welsh Assembly Government: *Behaviour in Wales: Good Practice in Managing Challenging Behaviour* (Estyn 2006)

Estyn Survey report: *Ethnic Minority Achievement Grant (EMAG) Effective Use of Resources* (2004)

Welsh Assembly Government: *Children and Young People: Rights to Action*

Welsh Assembly Government: *Extending Entitlement: Supporting Young People (11-25) in Wales.*

Office of the Deputy Prime Minister (2004): *A better education for children in care*

EALAW and National Assembly for Wales: *The Achievement of Ethnic Minority Pupils in Wales* (2003)

EALAW: *The Achievement of Ethnic Minority Pupils in Wales - Research Report 2002/03*

National Assembly for Wales Statutory Instrument, 2005 No 3200 (W.236): *The School Councils (Wales) Regulations 2005*

The Sex Discrimination Act 1975 (as amended)

The Race Relations Act 1976 (as amended)

The Race Relations (Amendment) Act 2000

The Race Relations Act 1976 (Amendment) Regulations 2003

Equality Act 2006

Disability Discrimination Act 2005 as amended

The Children Act 1989 (Section 3(5))

Please also visit the Equality and Human Rights Commission's website at www.equalityhumanrights.com/wales for details of the publications and code of practices they have issued (full contact details are provided under the "Further Useful Contacts" section of this document).

Working with Others

Raising Standards and Tackling Workload: A National Agreement: www.wales.gov.uk/topics/educationandskills/learningproviders/schools/raisingstandardstacklingworkload/nationalagreement/?lang=en

National Assembly for Wales Circular No: 029/2008: *The Education (Specified Work and Registration) (Wales) Regulations 2004 and (Revised) Professional Standards for Higher Level Teaching Assistants*

Employment

National Assembly for Wales Circular 03/2004: *School Governing Bodies Complaints Procedures*

National Assembly for Wales Circular No: 029/2008: *The Education (Specified Work and Registration) (Wales) Regulations 2004 and (Revised) Professional Standards for Higher Level Teaching Assistants*

National Assembly for Wales Circular 45/2004: *Staff Disciplinary Procedures in Schools*

The Education (Health Standards) (Wales) Regulations 2004
www.opsi.gov.uk/legislation/wales/wsi2004/20042733e.htm

DfTE Information Document No 036-04: *Guidance on the Education (Health Standards) (Wales) Regulations 2004*

The Education (Specified Work and Registration) (Wales) Regulations 2004
www.opsi.gov.uk/legislation/wales/wsi2004/20041744e.htm

Raising Standards and Tackling Workload: A National Agreement -
www.wales.gov.uk/topics/educationandskills/learningproviders/schools/raisingstandardstacklingworkload/nationalagreement/?lang=en

DCFS: *School Teacher's Pay and Conditions Document* (updated annually) and associated statutory guidance - available at
www.teachernet.gov.uk/management/payandperformance/pay/

Health and Safety at Work etc Act 1974, sections 7 and 8

Education Act 2002, sections 119-135 and 141-148

Disability Discrimination Act 2005

Government of Maintained Schools (Wales) Regulations 2005

Staffing of Maintained Schools (Wales) Regulations 2005

Other relevant documents

GTCW (2006): Professionalism in Practice - a good practice guide

GTCW (2006): Statement of Professional Values and Practice

The Education Act 1996: Sections 548, 550A, 572

The Education Act 1997: Section 4

Human Rights Act 1998

The Protection from Harassment Act 1997

The Public Interest Disclosure Act 1998

Copyright, Designs and Patents Act 1998

Standards for QTS: further references

This section provides a list of the further references cited in the guidance on the Standards.

Behaviour

Welsh Office Circular 37/98: *The use of reasonable force to control or restrain learners*

National Assembly for Wales Circular 23/2003:
Respecting others- anti-bullying guidance

National Assembly for Wales Circular 1/2004: *Exclusion from Schools and Pupil Referral Units*

National Assembly for Wales Circular 39/2006: *Guidance for Governing Bodies on Procedures for Complaints involving Learners*

National Assembly for Wales Circular No:47/2006: *Inclusion and Pupil Support.*

Estyn report to the Welsh Assembly Government:
Behaviour Management Training (2004)

Estyn report to the Welsh Assembly Government: *Behaviour in Wales: Good Practice in Managing Challenging Behaviour* (Estyn 2006)

Estyn report to the Welsh Assembly Government: *Evaluation of the impact of the GEST programme on school attendance and behaviour* (2003)

National Behaviour and Attendance Review (NBAR) Report (2009)
ISBN 978 0 7504 4726 3

Curriculum guidance

National Curriculum information is on the Welsh Assembly Government website www.wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/nationalcurriculum/?lang=en

National Curriculum subject orders

English in the National Curriculum for Wales

Welsh in the National Curriculum for Wales

Modern foreign languages in the National Curriculum for Wales

Mathematics in the National Curriculum for Wales

Science in the National Curriculum for Wales

Design and technology in the National Curriculum for Wales

Information and communication technology in the National Curriculum for Wales

History in the National Curriculum for Wales

Geography in the National Curriculum for Wales

Art and design in the National Curriculum for Wales

Music in the National Curriculum for Wales

Physical education in the National Curriculum for Wales

Frameworks

Framework for Children's Learning for 3 to 7 year olds in Wales

Skills Framework for 3 to 19 year olds in Wales

National Exemplar Framework for Religious Education for
3 to 19 year olds in Wales

Personal and Social Education Framework for 7 to 19 year olds
in Wales

Careers and the World of Work: A Framework for 11 to 19 year
olds in Wales

School curriculum guidance

Foundation Phase guidance

Play/Active Learning Overview for 3 to 7 year olds

Observing Children

Learning and Teaching Pedagogy

Building the Foundation Phase Action Plan (WAG, 2006)

Personal and Social Development, Well Being and Cultural Diversity

Language, Literacy and Communication Skills

Mathematical Development

Welsh Language Development

Knowledge and Understanding of the World

Physical Development

Creative Development

National Curriculum guidance

English: Guidance for Key Stages 2 and 3

Welsh: Guidance for Key Stages 2 and 3

Welsh second language: Guidance for Key Stages 2 and 3

Modern foreign languages: Guidance for Key Stages 2 and 3

Mathematics: Guidance for Key Stages 2 and 3

Science: Guidance for Key Stages 2 and 3

Information and communication technology: Guidance for Key Stages 2 and 3

Design and technology: Guidance for Key Stages 2 and 3

History: Guidance for Key Stages 2 and 3

Geography: Guidance for Key Stages 2 and 3

Art and design: Guidance for Key Stages 2 and 3

Music: Guidance for Key Stages 2 and 3

Physical education: Guidance for Key Stages 2 and 3

Making the most of learning - implementing the revised curriculum

A Curriculum for all Learners

Religious education: Guidance for Key Stages 2 and 3 and 14-19

Personal and social education guidance website: www.wales.gov.uk/personalandsocialeducation

Careers and the world of work: supplementary guidance

The subject orders, frameworks and guidance are available on the Welsh Assembly Government website:
www.wales.gov.uk/educationandskills

The Foundation Phase framework and guidance are available on the Welsh Assembly Government website:
www.wales.gov.uk/foundationphase

Welsh Assembly Government Circular 11/02: *Sex and relationship Education in School* (July 2002)

Welsh Assembly Government Circular 17/02: *Substance misuse, children and young people* (June 2002)

Welsh Assembly Government Circular 24/2008: *Personal and Social Education (PSE) and careers and the world of work in the basic curriculum* (September 2008)

Tackling Drugs to Build a Better Britain: National plan 2000/2001 - HMSO (ref: J00-6091/0007/D160)

Equal opportunities and diversity in the school curriculum in Wales: ACCAC (2001)

Equal Opportunities and Diversity in Schools in Wales: Estyn 2005

Education for sustainable development and global citizenship: ACCAC (2002)

Developing the Curriculum Cymreig: ACCAC (2003)

ICT

Visit the NGfL website at: www.ngfl-cymru.org.uk for English and Welsh medium curriculum and key skills resources for teachers in Wales

Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group
www.wales.gov.uk/topics/educationandskills/publications/reports/ictstrategyworkinggroup

The Teacher Resource Exchange can be found at:
www.tre.ngfl.gov.uk.

Out-of-School activities

Welsh Office Circular No: 37/97: *Pupil Visits to Farms: Health Precautions*

Educational visits: A safety guide for learning outside the classroom

All Wales guidance. Published by Welsh Assembly Government 2008

DCELLS Information Document 022/2007: *Out of classroom learning. Making the most of first hand experiences of the natural environment*

Initial Teacher Education and the Outdoor Classroom (Field Studies Council). A report on the training of pre-service teachers to support outdoor teaching in secondary science education. Visit the FSC's website at <http://www.field-studies-council.org/>

ATL (2002): *The Health and Safety Guide for Schools and Colleges* (ISBN: 1902466179)

Careers and the World of Work: A Framework for 11 to 19 year olds in Wales

Careers and the World of Work: Supplementary Guidance

ACCAC: *Work-related education - Supplementary guidance*

Welsh Assembly Government and ContinYou - Out-of-school-hours learning: A Code of Practice www.continyou.org.uk/content.php?CategoryID=245

Sustainable Development and Global Citizenship

Education for Sustainable Development and Global Citizenship: Information for Teacher Trainees and New Teachers in Wales. Information document No: 066/2008 (July 2008)

Education for Sustainable Development and Global Citizenship:
A Common Understanding for Schools. Information document
No: 065/2008 (July 2008)

Education for Sustainable Development and Global Citizenship
(ESDGC) - In the Further Education Sector in Wales. Information
document No: 067/2008 (September 2008)

Providing Homework

Homework in Primary and Secondary Schools (Estyn, 2004)

Personal, social and health education

National Assembly for Wales Circular 11/2002: *Sex and Relationship
Education in Schools*

National Assembly for Wales Guidance Circular 17/2002:
Substance Misuse, Children and Young People

National Assembly for Wales Circular No: 13/03: *Personal and
Social Education*

(PSE) and Work-Related Education (WRE) in the Basic Curriculum

Welsh Assembly Government Circular 24/2008: *Personal and
Social Education (PSE) and Careers and the World of Work in the
Basic Curriculum*

*A Framework for Work-related Education for 14 to 19-year-olds
in Wales: ACCAC (2000)*

Links Between PSE, CEG and WRE in Secondary Education:
ACCAC (2002)

*HMSO (1998): Tackling Drugs to Build a Better Britain -
National Plan 2000/2001* (ref:J00-6091/0007/D160)

Social Exclusion Unit (1999): *Teenage Pregnancy*

Support staff

The Education (Specified Work and Registration) (Wales) Regulations 2004 www.opsi.gov.uk/legislation/wales/wsi2004/20041744e.htm

National Assembly for Wales Circular No: 42/2004: *The Education (Specified Work and Registration) (Wales) Regulations 2004 and Professional Standards for Higher Level Teaching Assistants*

Raising Standards and Tackling Workload: a National Agreement:
www.teachernet.gov.uk/wholeschool/remodelling and
[www.wales.gov.uk/topics/educationandskills/
learningproviders/schools/raisingstandardstacklingworkload/
nationalagreement/?lang=en](http://www.wales.gov.uk/topics/educationandskills/learningproviders/schools/raisingstandardstacklingworkload/nationalagreement/?lang=en)

The ITT Requirements: sources of information

This section lists the sources of information cited in the guidance on the requirements

Assessment of prior learning

There is information on methods of prior learning (APL) including experimental learning (APEL) for academic credit on the UCAS website www.ucas.ac.uk

Criminal Records

The Criminal Records Bureau (CRB) provides checks on criminal backgrounds. Contact: CRB, PO Box 110, Liverpool, L69 3EF.

Information Line 0870 9090 811.

Disclosure Information Line: 0870 9090 844

Registration Application Line (for those wishing to become registered bodies) 0870 9090 822

Website at www.disclosure.co.uk or www.crb.gov.uk

ISA Vetting and Barring helpline: 0300 123 1111

Degree Equivalence

The National Academic Recognition Information Centre for the United Kingdom (NARIC) database includes information on overseas degrees and their equivalence to UK degrees.

NARIC are at: Oriel House, Oriel Road, Cheltenham, Glos. GL50 1XP

Tel: 0870 330 7033

Fax: 0870 330 7005

Website: www.naric.org.uk

E-mail: info@naric.org.uk

Information on Foundation Degrees is on a website maintained by DCFS: www.foundationdegree.org.uk

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The HE framework document includes a table showing the 5 levels is available on the QAA's website: www.qaa.ac.uk

CQFW document: Credit and Qualifications Framework for Wales Delivering the Promise Implementation Plan and Handbook 2009-2014 www.cqfw.net

Disability

The Equality and Human Rights Commission offers information and advice on the implications of the Disability Discrimination Act 2005 and SEN and Disability Act 2001 for educational institutions. The Commission has prepared codes of practices for both schools and post-16 providers. For details, see its website www.equalityhumanrights.com, call the Wales Helpline on 0845 604 8810 or write to: Equality and Human Rights Commission, Cardiff Office, 3rd Floor, 3 Callaghan Square, Cardiff CF10 5BTi.

GCSE equivalence

The publications unit of the Training and Development Agency for Schools can provide a list of qualifications commonly accepted as equivalent to GCSE. Telephone 0845 6060 323. NARIC can provide advice on overseas equivalence 0871 330 7033.

Fitness to Teach

DfTE Information Document 036-04: *Guidance on the Education (Health Standards) (Wales) Regulations 2004*

The Education (Health Standards) (Wales) Regulations 2004
www.opsi.gov.uk/legislation/wales/wsi2004/20042733e.htm

Induction / Career Entry Profile

In January/February each year, the Career Entry Profile and the Notes for Guidance for the Career Entry Profile are despatched to all ITT providers in Wales.

www.wales.gov.uk/topics/educationandskills/learningproviders/iepd/careerentry/?lang=en

Each Summer term, the GTCW visits every initial teacher training provider in Wales and delivers a presentation to all final year teaching students which sets out the requirements for statutory induction in Wales. During this meeting, the leaflet, *Induction and Early Professional Development - Your responsibilities* is distributed to raise students' awareness of their responsibilities during their Induction and Early Professional Development.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 www.opsi.gov.uk/legislation/wales/wsi2005/20051818e.htm

Welsh Assembly Government Guidance Circular 15/2008: *Induction and Early Professional Development for Newly Qualified Teachers in Wales* (revised June 2008) summarises the arrangements for the completion of a period of induction by newly qualified teachers if they wish to work in a maintained school or non-maintained special school in Wales.

The Welsh Assembly Government has produced materials to support Induction: DCELLS Information Document 064/08: Induction and *Early Professional Development*. This document sets out the roles and responsibilities of all parties involved in the process in Wales.

Copies of all the above documentation can be obtained from 029 2080 1389 or e-mail inductioninfo@wales.gsi.gov.uk

Inspection

Information on the inspection of ITT is in the Handbook entitled Guidance for the Inspection of Initial Teacher Training. Available in PDF form at www.estyn.gov.uk/dynpages/publications_a_to_z.asp#InspectionGuidance

Visit www.estyn.gov.uk for publications and reports on school, early years settings and post 16 institutions in Wales.

Racial Equality

National Assembly for Wales Circular 27/2002: *Collecting and Recording Data on Learners Ethnic Background*

EALAW: *The Achievement of Ethnic Minority Pupils in Wales - Research Report 2002/03*

www.wales.gov.uk/docrepos/40382/4038232/403829/4038291/403829/ealaw-final-report-e.pdf?lang=en

Equality and Human Rights Commission: *Ethnic Monitoring - A Guide for public authorities*

The Equality Act 2006

Human Rights Act 1998

Please also see section above on “Disability” for contact details for the Equality and Human Rights Commission.

Statistical information

Higher Education Funding Council for Wales: Initial Teacher Training in Wales: Performance Information. This document is updated annually and can be found on HEFCW's website at www.hefcw.ac.uk

School and college performance information at national and LEA level can be found at
www.npd-wales.gov.uk/index.cfm?task=individual,
www.wales.gov.uk/topics/educationandskills/publications/statisticalreports/?skip=1&lang=en
www.wales.gov.uk/topics/statistics/headlines/post16ed2009/hdw200905212/?skip=1&lang=en

The Welsh Assembly Government statistical bulletins can be found at www.wales.gov.uk/topics/statistics

Stats Wales is a free to use service that allows visitors to view, manipulate, create and download tables from the most detailed official data on Wales: www.statswales.wales.gov.uk/index.htm

Census and other demographic data can be found on www.statistics.gov.uk

The National Pupil Database allows school and LEA users to produce comparative analyses and reports. It can be found at: www.npd-wales.gov.uk

The Local Government Data unit provide additional analyses and support in the use of local and central Government data. www.dataunitwales.gov.uk

The General Teaching Council for Wales Annual Statistics Digest is a document that provides information and statistics on registered teachers in Wales. It can be found at www.gtcw.org.uk/digest.html

Reporting to Parents and Carers

National Assembly for Wales Circular 18/2006 - *Educational Records, School Reports and the Common Transfer System - the keeping, disposal, disclosure and transfer of pupil information*

Raising Standards

Qualifications and Curriculum Authority: *Key Skills: Standards and Guidance 2004* www.qca.org.uk/qca_6455.aspx

Welsh Office/OHMCI: *Raising Standards of Literacy in Primary Schools: A Framework for Action* (1998)

Welsh Office/OHMCI: *Raising Standards of Numeracy in Primary Schools: A Framework for Action* (1999)

Welsh Assembly Government/Estyn/ACCAC: *Aiming for Excellence in Key Stage 3. A joint discussion document* (2002)

Welsh Assembly Government/Estyn/ACCAC: *Aiming for Excellence in Key Stage 3: Raising Standards in Literacy and Numeracy*. A series of videos and accompanying booklets (2003).

Welsh Assembly Government/ACCAC/Estyn/bbc Wales: *Aiming for Excellence in Key Stage 3: Raising Standards in Information Technology and Communication Technology* (2004)

ACCAC: *Making the Link Language learning 5-14 English, Welsh, Welsh second language, modern foreign languages* (2003)

ACCAC: *Making the Link: Curriculum guidance on literacy work across English, Welsh and Modern Foreign Language* (2003)

ACCAC: *Skills across the curriculum* (2002)

Welsh Assembly Government: *Words Talk - Numbers Count: the Welsh Assembly Government Strategy to Improve Basic Literacy and Numeracy in Wales* (2005)

Welsh Assembly Government/Estyn/BBC Wales: *Aiming for Excellence in Key Stage 3: Developing Thinking across the Curriculum*. (2006)

National Curriculum support material is on the Welsh Assembly Government's website at www.wales.gov.uk/topics/educationandskills/curriculumassessment/?lang=en

Training and assessment

School Effectiveness Framework: Building effective learning communities together, Feb 2008. CMK 22-07-277

The Building the Foundation Phase Action Plan (WAG, 2006)

A focus on Pedagogy - Implementation of a Pedagogy Strategy for Wales.

Effective Practice in Learning and Teaching - A Focus on Pedagogy
March 2009 Information document No: 074/2009

Monitoring and Assessment

Making the most of learning and Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3 (Spring 2008)

Statutory assessment arrangements for the school year 2009 -10 Primary (September 2009)

Statutory assessment arrangements for the school year 2009 -10 Key Stage 3 (September 2009)

Transition for Key Stage 2 to Key Stage 3

Aiming for Excellence in Key Stage 3 - Moving On... Effective Transition from Key Stage 2 to Key Stage 3 (Estyn, January 2004)

Aiming for Excellence in Key Stage 3 - Moving On... Improving Learning (Estyn, December 2004)

Aiming for Excellence in Key Stage 3 - Bridging the Gap. Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3 (ACCAC, November 2004)

Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans (Welsh Assembly Government, 2006)

Aiming for Excellence in Key Stage 3: Developing Thinking across the Curriculum (Welsh Assembly Government/Estyn/BBC Wales, 2006)

Welsh Assembly Government/Estyn/ACCAC: *Aiming for Excellence in Key Stage 3 - A Joint Discussion Document* (2002)

Welsh Assembly Government/Estyn/ACCAC: *Aiming for Excellence in Key Stage 3. Moving on... Effective Transition from Key Stage 2 to Key Stage 3* (2004)

Welsh Assembly Government/Estyn/ACCAC/BBC Wales: *Aiming for Excellence in Key Stage 3. Raising Standards - Transition from Key Stage 2 to Key Stage 3* (2004). A series of 2 videos and accompanying booklets.

Welsh Assembly Government/Estyn/ACCAC: *Aiming for excellence in Key Stage 3: Bridging the Gap. Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3* (2004)

Welsh Assembly Government/Estyn/ACCAC: *Aiming for Excellence in Key Stage 3. Moving on... improving learning. Effective transition from Key Stage 2 to Key Stage 3* (2004)

Welsh Assembly Government: *Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans.* (2006)

Further useful contacts

Welsh Assembly Government Publications Centre

The Welsh Assembly Publications Centre can offer assistance to the public on obtaining copies of Welsh Assembly publications. Contact details are as follows:

The Publications Centre
Room 3.022
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 3683
Fax: 029 2082 5239
E-mail: assembly-publications@wales.gsi.gov.uk

Titles published by ACCAC, a former Assembly Sponsored Public Body (ASPB) whose functions are now part of the Department for Children, Education, Lifelong Learning and Skills, e.g. guidance on curriculum, assessment and qualifications matters can be found on the following website: www.accac.org.uk

Acts and Statutory Instruments relating to Wales and England

Copies of the Acts and Statutory Instruments referred to in this document can be downloaded at: www.opsi.gov.uk

Higher Education Funding Council for Wales (HEFCW)

ITT provider performance profiles are on the HEFCW website www.hefcw.ac.uk/Initial_Teacher_Training/teacher_training.htm

General Teaching Council for Wales (GTCW)

You can view the GTCW's documents including their *Statement of Professional Values and Practice* and their *Professional Development Framework* at www.gtcw.org.uk or contact:

General Teaching Council for Wales
4th Floor
Southgate House
Wood Street
Cardiff
CF10 1EW
Tel: 029 2055 0350
Fax: 029 2055 0360

TeacherNet

TeacherNet is an education site for teachers and managers offering teaching and learning resources, management tools, career advice, research and an education overview. Visit: www.teachernet.gov.uk

ITT MFL Support for Trainees

Online support for teacher education in modern foreign languages at: www.ittmfl.org.uk

Note: The documents contained in this Annex remain relevant at the time of going to print. However, this list of publications and sources of further information is not exhaustive. Updated, new and replacement documents are in the process of being produced as new and emerging policies are developed. Readers should check the Welsh Assembly Government's website: www.wales.gov.uk, and other organisations' websites, for further sources of information and updates.