Name: _____

Primary and Early Years Education

Developmental Placement Grading Criteria

Partnership Website:
http://info.edgehill.ac.uk/EduPartners/index.asp
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Using the Initial Placement Grading Criteria

Trainees are assessed as achieving one of *four* grades:

1 = Outstanding
2 = Good
3 = Satisfactory
4 = Inadequate

Grades 1 – 3 are all pass grades.

Mentors and Edge Hill tutors are asked to use the grading criteria when discussing the final grade with trainees and also when giving them feedback following observations, discussions and scrutiny of their placement files. All mentors and tutors should highlight a trainee's attainment at each review point during a placement so that they can clearly identify progress and areas for development.

Our placement grading criteria are designed to support trainees' continuing progress and so the expectations increase as trainees move on into their Developmental and Synoptic Placements in subsequent years. As a consequence it is expected that a significant number of trainees will achieve a Grade 1 during their Initial Placement.

The criteria are closely linked to the Standards for award of QTS (TDA, 2007) and these are included at the end of this booklet for the information of trainees, mentors, class teachers and tutors.

	Professional Attributes			
Stnd	1 **Outstanding**	2 **Good**	3 **Satisfactory**	4 **Inadequate**
Q1	They consistently have high expectations of children and young people and demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.	They have generally high expectations of children and young people and demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.	They increasingly have some appropriate expectations of children and young people and demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.	They have inadequate expectations of children and young people and do not demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.
Q2	They consistently demonstrate the positive values, attitudes and behaviour they expect from children and young people; showing very good commitment, enthusiasm and industry and attendance. Trainees are able to inspire and communicate their enthusiasm to learners. They make links and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity	They generally demonstrate the positive values, attitudes and behaviour they expect from children and young people; showing good commitment, enthusiasm and industry and attendance. They begin to develop learners' wider understanding and appreciation of social and cultural diversity.	They increasingly demonstrate the positive values, attitudes and behaviour they expect from children and young people; increasingly showing adequate commitment, enthusiasm and industry and attendance.	They show inadequate awareness of the need to demonstrate the positive values, attitudes and behaviour they should expect from children and young people. They show inadequate commitment, enthusiasm and industry and attendance.
Q3a/b	They have a clear understanding of the wider professional role of the teacher and the policies and	They have a clear understanding of the wider professional role of the teacher and the policies and	They show good awareness of the wider professional role of the teacher and the policies and	They have an inadequate awareness of the wider professional role of the teacher

	Professional Attributes			
	practices of the workplace. They have a growing awareness of the statutory framework within which they work. They consistently maintain teaching files as working documents – annotated as part of self-evaluation	practices of the workplace. They regularly maintain teaching files as working documents – annotated as part of self-evaluation.	practices of the workplace. Trainee teaching files are satisfactorily maintained and show limited but adequate evidence of self –evaluation.	and the policies and practices of the workplace. They do not maintain teaching files and show no evidence of self-evaluation.
Q4	They consistently communicate effectively with children, young people, colleagues, parents and carers. They are respected by learners and colleagues.	They generally communicate effectively with children, young people, colleagues, parents and carers.	They increasingly communicate effectively with children, young people and colleagues. Where appropriate, they are beginning to communicate effectively with parents and carers.	Their communication with children, young people, colleagues, parents and carers is inadequate.
Q5/6	They recognise and respect the contribution that learning support staff, other professionals, parents and carers can make and demonstrate a good commitment to collaboration and co-operative working in planning, teaching and monitoring and reviewing learners' progress.	They show a growing awareness of the contribution that learning support staff, other professionals, parents and carers can make and generally demonstrate a commitment to collaboration and co-operative working in planning, teaching and monitoring and reviewing learners' progress.	They know that learning support staff, other professionals, parents and carers can make a contribution to learning and increasingly demonstrate a commitment to collaboration and co-operative working in planning, teaching and monitoring and reviewing learners' progress.	They show inadequate recognition and respect for the contribution that learning support staff, other professionals, parents and carers can make and show inadequate commitment to collaboration and co-operative working in planning, teaching and monitoring and reviewing learners' progress.
Q7a/b	They show a good level of self-evaluation which is sometimes focussed upon learners. With the	They demonstrate some skills of self-evaluation. They recognise that they need help with some	With some guidance, they recognise that they need help with some aspects of teaching,	They show inadequate skills of self-evaluation and do not meet the targets set by trainers.

	Professional Attributes			
	support of trainers they systematically reflect upon their practice and take responsibility for identifying and meeting their developing professional needs.	aspects of teaching. They develop the targets set by trainers and are beginning to take responsibility for identifying and meeting their own developing professional needs.	and with guidance they meet the targets set by trainers. They begin to demonstrate some skills of self-evaluation.	
Q. 8/9	They are able to adapt their practice where benefits and improvements are identified. They have a growing understanding of the value of innovative practice	With increasing autonomy, they are able to adapt their practice where benefits and improvements are identified.	With some guidance, they are able to adapt their practice where benefits and improvements are identified.	They have an inadequate approach towards innovation and do not adapt their practice where benefits and improvements are identified.

Stnd	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Q10	They demonstrate a very good knowledge and understanding of a range of teaching, learning and behaviour management strategies. They know how to adapt and use these to personalise learning.	They demonstrate a good knowledge and understanding of a range of teaching, learning and behaviour management strategies. They know how to adapt and use these to personalise learning.	They demonstrate some knowledge and understanding of teaching, learning and behaviour management strategies. They sometimes know how to adapt and use these to personalise learning.	They show inadequate knowledge and understanding of teaching, learning and behaviour management strategies.
Q14	They can give examples of how they have secured progression for groups of learners through a sequence of lessons in their own teaching. They are able to explain why they used particular teaching and learning approaches and why these worked.	They can explain how their lesson planning fits into a sequence that will enable learners to make progress.	They show some understanding of how their lesson planning fits into a sequence that will enable learners to make progress.	They are not able to explain how their lesson planning fits into a sequence that will enable learners to make progress.
Q14	They demonstrate a very good level of English subject knowledge and how that develops learners' understanding and skills They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches that ensure that learners make some progress.	They demonstrate generally secure English subject knowledge and how that develops learners' understanding and skills. They show some understanding of subject specific pedagogy by finding approaches that ensure that learners make some progress.	They demonstrate a satisfactory level of English subject knowledge and how that develops learners' understanding and skills.	They demonstrate a basic level of English subject knowledge and how that develops learners' understanding and skills

Q14	They demonstrate a very good level of Mathematics subject knowledge and how that develops learners' understanding and skills They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches that ensure that learners make some progress.	They demonstrate a generally secure Mathematics subject knowledge and how that develops learners' understanding and skills They show some understanding of subject specific pedagogy by finding approaches that ensure that learners make some progress.	They demonstrate a satisfactory level of Mathematics subject knowledge and how that develops learners' understanding and skills.	They demonstrate a basic level of Mathematics subject knowledge and how that develops learners' understanding and skills
Q14	They demonstrate a very good level of Science subject knowledge and how that develops learners' understanding and skills They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches that ensure that learners make some progress.	They demonstrate a generally secure Science subject knowledge and how that develops learners' understanding and skills. They show some understanding of subject specific pedagogy by finding approaches that ensure that learners make some progress.	They demonstrate a satisfactory level of Science subject knowledge and how that develops learners' understanding and skills.	They demonstrate a basic level of Science subject knowledge and how that develops learners' understanding and skills
Q14	They demonstrate a very good level of ICT subject knowledge and how that develops learners' understanding and skills They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches that ensure that learners make some progress.	They demonstrate a generally secure ICT subject knowledge and how that develops learners' understanding and skills. They show some understanding of subject specific pedagogy by finding approaches that ensure that learners make some progress.	They demonstrate a satisfactory level of ICT subject knowledge and how that develops learners' understanding and skills.	They demonstrate a basic level of ICT subject knowledge and how that develops learners' understanding and skills

Q14	They demonstrate a very good level of knowledge in relation to the Foundation Subjects and how that develops learners' understanding and skills	They demonstrate generally secure subject knowledge in relation to the Foundation Subjects and how that develops learners' understanding and skills.	They demonstrate a satisfactory level of subject knowledge in relation to the Foundation Subjects and how that develops learners' understanding and skills.	They demonstrate a basic level of subject knowledge in relation to the Foundation Subjects and how that develops learners' understanding and skills.
	They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches that ensure that learners make some progress.	They show some understanding of subject specific pedagogy by finding approaches that ensure that learners make some progress.		
Q15	They demonstrate a very good knowledge and understanding of relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies and other relevant initiatives applicable to the age and ability range for which they are trained.	They demonstrate a generally good knowledge and understanding of relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies and other relevant initiatives applicable to the age and ability range for which they are trained.	They demonstrate some knowledge and understanding of relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies and other relevant initiatives applicable to the age and ability range for which they are trained.	They demonstrate a basic level knowledge and understanding of relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies and other relevant initiatives applicable to the age and ability range for which they are trained.
Q17	They demonstrate a very good knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	They demonstrate a generally good knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	They demonstrate some knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	They demonstrate a basic knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Q18	They have a very good understanding of how children and young people develop and they understand that the progress and well-being of learners are affected by a range	They have a generally good understanding of how children and young people develop and they understand that the progress and well-being of learners are affected by a range	They have some understanding of how children and young people develop and they understand that the progress and well-being of learners are affected by a range of developmental, social,	They have a basic understanding of how children and young people develop and they understand that the progress and well-being of learners are affected by a range of developmental, social, religious,

	of developmental, social, religious, ethnic, cultural and linguistic influences.	of developmental, social, religious, ethnic, cultural and linguistic influences.	religious, ethnic, cultural and linguistic influences.	ethnic, cultural and linguistic influences.
Q19	They show a good understanding of the implications of Every Child Matters. They demonstrate an ability to take practical account of diversity and promote equality and inclusion in their teaching to make effective personalised provision for those they teach, including those with EAL and SEN.	They show a generally good understanding of the implications of Every Child Matters. With increasing autonomy they are able to take practical account of diversity and promote equality and inclusion in their teaching to make effective personalised provision for those they teach, including those with EAL and SEN.	They show some understanding of the implications of Every Child Matters. With significant support they are able to take practical account of diversity and promote equality and inclusion in their teaching to make effective personalised provision for those they teach, including those with EAL and SEN.	They show a basic understanding of the implications of Every Child Matters They have inadequate understanding of the need to take practical account of diversity and promote equality and inclusion in their teaching to make effective personalised provision for those they teach, including those with EAL and SEN.
Q19	They are able to discuss the progress of groups of learners including their attainment and achievement. They understand the need to monitor and assess the attainment and achievement of individual learners.	They are increasingly able to discuss the progress of groups of learners including their attainment and achievement.	Through discussion they demonstrate an understanding of the need to monitor the attainment and achievement of groups of learners.	Through discussion they are not able to demonstrate an understanding of the need to monitor and assess the attainment and achievement of groups of learners.
Q19	In discussion and in their teaching they demonstrate their understanding of potential barriers to learning, such as low levels of literacy and numeracy and how these can be overcome.	In discussion they show awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with this. They are beginning to demonstrate this understanding in some areas of their teaching.	In discussion they show some awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with this.	In discussion they show inadequate awareness of barriers to learning.

Q20	They have a very good understanding of the roles of colleagues with specific responsibilities for learners with special educational needs and other individual learning needs.	They have a generally good understanding of the roles of colleagues with specific responsibilities for learners with special educational needs and other individual learning needs.	They have some understanding of the roles of colleagues with specific responsibilities for learners with special educational needs and other individual learning needs.	They have a basic understanding of the roles of colleagues with specific responsibilities for learners with special educational needs and other individual learning needs.
Q21 a&b	They demonstrate growing awareness of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. With support, they know how to identify and support children whose progress, development or well-being is affected by changes or difficulties	They demonstrate some awareness of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	They demonstrate limited awareness of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	They are unable to demonstrate any awareness of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Professional Skills

Stnd	1 Outstanding	2 Good	3 Pass	4 Inadequate
Planning				
Q22/24	They demonstrate a good ability to plan for progression and to design innovative and stimulating learning sequences within lessons and across series of lessons. They demonstrate good subject knowledge. They show clear recognition of barriers to learning and take account of the needs of learners, through differentiation. They plan relevant homework tasks.	They begin to demonstrate an ability to plan for progression and to develop learning sequences within lessons and across series of lessons. They demonstrate sound subject knowledge. They show some recognition of barriers to learning and take account of the needs of learners, through differentiation. They plan relevant homework tasks.	With support they begin to plan for progression and to design learning sequences within lessons and across series of lessons. They demonstrate satisfactory subject knowledge. With support they show some recognition of barriers to learning and begin to take account of the needs of learners, through differentiation. They plan relevant homework tasks.	They demonstrate an inadequate ability to plan for progression within lessons and across a series of lessons. They plan few homework tasks and demonstrate little curriculum knowledge.
Q23	They design relevant opportunities for learners to develop their literacy, mathematical and ICT skills, taking into account current initiatives. They plan clear links between expected outcomes and achievement.	They design some relevant opportunities for learners to develop their literacy, mathematical and ICT skills, taking into account current initiatives. They plan some clear links between expected outcomes and achievement.	With support they design some relevant opportunities for learners to develop their literacy, mathematical and ICT skills, taking into account current initiatives.	They fail to design effective opportunities for learners to develop their literacy, numeracy and ICT skills.
Monitoring, Assessment and Reviewing				
Q11	They have a good working	They have a sound working	They have a satisfactory working	They have an inadequate knowledge

	knowledge of the relevant assessment requirements and arrangements.	knowledge of the relevant assessment requirements and arrangements.	knowledge of the relevant assessment requirements and arrangements.	of the relevant assessment requirements and arrangements.
Q12	They have a good knowledge of a range of approaches to assessment, including the importance of formative assessment. They plan clear links between expected outcomes and how progress and achievement will be monitored and assessed, with outcomes used in subsequent planning.	They have a knowledge of a range of approaches to assessment, including the importance of formative assessment. They plan some clear links between expected outcomes and how progress and achievement will be monitored and assessed, with some outcomes used in subsequent planning	They have a satisfactory knowledge of a range of approaches to assessment, including the importance of formative assessment. With support they plan some clear links between expected outcomes and how progress and achievement will be monitored and assessed.	They have inadequate knowledge of approaches to assessment.
Q26a/b	They make good use of a range of approaches to assessment, including the importance of formative assessment. They plan clear links between expected outcomes and how progress and achievement will be monitored and assessed, with outcomes used in subsequent planning.	They make use of a range of approaches to assessment, including the importance of formative assessment. They begin to assess the learning needs of those they teach.	They make satisfactory use of assessment, monitoring and recording strategies. With support they begin to assess the learning needs of those they teach.	They make inadequate use of assessment, monitoring and recording strategies. They do not assess the learning needs of those they teach.
Q27/28	They monitor progress and achievement and provide timely, accurate and constructive feedback on learners' attainment, progress and areas	They generally monitor progress and achievement and provide timely, accurate and constructive feedback on learners' attainment, progress	They begin to monitor progress and achievement and with support provide timely, accurate and constructive feedback on learners' attainment, progress	They do not provide constructive feedback on learners' attainment and progress.

	Professional Skills			
	for development. With increasing autonomy they support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs, leading to further progress.	and areas for development. With support they begin to guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs, leading to further progress	and areas for development. With significant support they begin to guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs, leading to further progress	They provide inadequate support and are unable to guide learners to reflect on their learning and identify the progress they have made.
Q29	They evaluate the impact of their teaching on the progress of all learners, and effectively modify their planning and classroom practice where necessary.	They generally evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	They begin to evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	They do not evaluate the impact of their teaching on the progress of learners, and fail to modify their planning and classroom practice.

	Teaching and the Learning Environment (incl Teamwork and Collaboration)			
Q25 (a)	They use a creative range of interesting teaching strategies and resources, including e-learning, to engage learners interest, taking practical account of diversity and promoting equality and inclusion.	They begin to use a creative and stimulating range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.	They use limited but adequate teaching strategies and resources, including e-learning, taking practical account of diversity, equality and inclusion.	They do not adequately use a range of teaching strategies and resources, including e-learning, taking practical account of diversity, equality and inclusion.
	They have observed/taught lessons in these subjects(highlight) English Maths Science ICT History Geography RE PE Art D&T Music PSHE&C			
Q25 (b)	They teach lessons that are mostly good. With increasing autonomy they effectively build on prior knowledge, develop concepts and processes, to enable learners to apply new knowledge, understanding and skills and meet learning objectives.	They teach lessons that are never less than satisfactory but are often good or better. With support they build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.	They consistently teach satisfactory lessons. With significant support they demonstrate a satisfactory ability to build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.	They teach inadequate lessons. They do not adequately build on prior knowledge, develop concepts and processes, and do not enable learners to apply new knowledge, understanding and skills and meet learning objectives.
Q25 (c)	They adapt their language to suit the learners they teach, introducing new ideas and concepts appropriately, and use explanations, questions, discussions and plenaries that are appropriate.	With support they adapt their language to suit the learners they teach, introducing new ideas and concepts appropriately, and use explanations, questions, discussions and plenaries that are appropriate.	With significant support they begin to adapt their language to suit the learners they teach, introducing new ideas and concepts appropriately, and use explanations, questions, discussions and plenaries that are appropriate.	They do not demonstrate adequate adaption of their language to suit the learners they teach. They are unable to introduce new ideas and concepts clearly. Explanations, questions, discussions and plenaries are inadequately developed.

	Teaching and the Learning Environment (incl Teamwork and Collaboration)			
Q25 (d)	With increasing autonomy they manage the learning of individuals, groups and whole classes to a good standard. They effectively modify their teaching to suit the stage of the lesson.	With support they manage the learning of individuals, groups and whole classes and they modify their teaching to suit the stage of the lesson.	With significant support they generally manage the learning of individuals, groups and whole classes and they generally modify their teaching to suit the stage of the lesson.	They do not sufficiently manage the learning of individuals, groups and whole classes. They do not modify their teaching to suit the stage of the lesson.
Q30	They establish a purposeful, safe and creative learning environment conducive to learning. They identify opportunities for learners to learn in out of school contexts.	They generally establish a purposeful and safe learning environment conducive to learning. They identify opportunities for learners to learn in out of school contexts.	They begin to establish a purposeful and safe learning environment conducive to learning. They identify opportunities for learners to learn in out of school contexts.	They are unable to establish a purposeful and safe learning environment conducive to learning.
Q31	They establish a clear framework for classroom discipline to manage learners' behaviour constructively and to promote their self-control and independence.	They generally establish a clear framework for classroom discipline to manage learners' behaviour constructively and to promote their self-control and independence.	They begin establish a framework for classroom discipline to manage learners' behaviour and to promote their self-control and independence.	They are unable to establish a framework for classroom discipline to manage learners' behaviour.
Q32	They work as a team member and identify opportunities for working with colleagues and share effective practice with them.	They generally work as a team member and they identify opportunities for working with colleagues and share effective practice with them.	With support they begin to work as a team member and identify opportunities for working with colleagues and share practice with them.	They show inadequate ability to work as a team member and are unable to identify opportunities for working with colleagues or share practice with them.
Q20/33	They ensure that colleagues are appropriately involved in supporting learning and understand their roles, including the role of those with responsibility for special and individual learning needs.	They generally ensure that colleagues are appropriately involved in supporting learning and understand their roles, including the role of those with responsibility for special and individual learning needs.	With support they begin to plan to involve colleagues in supporting learning and understand their roles, including the role of those with responsibility for special and individual learning needs.	They are unable to ensure that colleagues are involved in supporting learning and do not fully understand their roles, including the role of those with responsibility for special and individual learning needs.