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Edge Hill University
FACULTY OF EDUCATION

Primary and Early Years Education Synoptic 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 and in various ways have high expectations of children and young people and demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.	They show high expectations of children and young people and demonstrate a commitment to having fair, respectful, trusting, supportive and constructive relationships with them.	They have some 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	<p>They consistently and in various ways demonstrate the positive values, attitudes and behaviour they expect from children and young people; showing very good commitment, enthusiasm and industry and attendance.</p> <p>Trainees are able to inspire and communicate their enthusiasm to learners.</p> <p>They fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity</p>	<p>They demonstrate the positive values, attitudes and behaviour they expect from children and young people; showing good commitment, enthusiasm and industry and attendance.</p> <p>They make links and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity</p>	<p>They generally demonstrate the positive values, attitudes and behaviour they expect from children and young people; generally showing adequate commitment, enthusiasm and industry and attendance.</p> <p>They begin to develop learners' wider understanding and appreciation of social and cultural diversity.</p>	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 professional duties of teachers; the statutory framework within which they work and the policies and practices of the workplace.	They show good awareness of the professional duties of teachers; the statutory framework within which they work and the policies and practices of the workplace.	They show a satisfactory awareness of the professional duties of teachers; the statutory framework within which they work and the policies and practices of the workplace.	They have an inadequate awareness of the professional duties of teachers; the statutory framework within which they work and the policies and practices of the workplace.

	They consistently maintain teaching files as working documents – annotated as part of self-evaluation	They regularly maintain teaching files as working documents – annotated as part of self-evaluation.	Trainee teaching files are satisfactorily maintained and show limited but adequate evidence of self –evaluation.	They do not maintain teaching files and show no evidence of self-evaluation.
Q4	They have a rapport with children and repeatedly and in various ways communicate effectively with children, young people, colleagues, parents and carers. They are highly respected by learners and colleagues and where appropriate parents/carers.	They communicate effectively with children, young people, colleagues, parents and carers.	They are beginning to communicate effectively with children, young people, colleagues, parents and carers.	Their communication with children, young people, colleagues, parents and carers is inadequate.
Q5/6	They fully recognise and respect the contribution that learning support staff, other professionals, parents and carers can make and demonstrate a commitment to collaboration and co-operative working in planning, teaching and monitoring and reviewing learners' progress. Through this process they show the capacity to develop leadership and management skills.	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 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 high quality self-evaluation with a clear focus upon learners. They reflect critically and rigorously upon their practice, have a passion for learning and take responsibility for identifying and meeting their developing professional needs. They identify challenging targets for their early professional development.	They show a good level of self-evaluation which is sometimes focussed upon learners. With the support of trainers they systematically reflect upon their practice and take responsibility for identifying and meeting their developing professional needs.	They demonstrate some skills of self-evaluation. They recognise that they need help with some 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.	They show inadequate skills of self-evaluation and do not meet the targets set by trainers.

Q. 8	They have a creative and constructively critical approach towards innovative practice, being prepared to adapt their practice where benefits and improvements are identified.	They have a good understanding of the value of innovative practice, being prepared to adapt their practice where benefits and improvements are identified.	They have a developing understanding of the value of innovative practice, being prepared 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.
Q. 9	They consistently act and reflect upon advice and feedback and are open to coaching and mentoring.	They act and reflect upon advice and feedback and are open to coaching and mentoring. They know how to learn from both success and 'failure'.	With the appropriate support of a practitioner, they are able to act upon advice and feedback and are open to coaching and mentoring.	They do not act upon advice and feedback.

Professional Knowledge and Understanding				
Stnd	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Q10	They are able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others. They consistently know how to adapt and use this knowledge and understanding to personalise learning and make provision for all learners.	They are able to use their subject-specific pedagogical understanding to explain why they use particular teaching approaches and why these are likely to be more successful than others. They demonstrate a secure knowledge of how to personalise learning and make provision for all learners.	They are generally able to use their subject-specific pedagogical understanding to explain why they use particular teaching approaches. They have a satisfactory knowledge of how to personalise learning and make provision for all learners.	They have inadequate subject-specific pedagogical understanding. They are therefore unable to personalise learning and make provision for all learners.
Q10	They have a detailed knowledge and understanding of a range of behaviour management strategies and their potential impact on learning.	They have a good knowledge and understanding of a range of behaviour management strategies and their potential impact on learning.	They have a satisfactory knowledge and understanding of a range of behaviour management strategies and their potential impact on learning.	They have an inadequate knowledge and understanding of a range of behaviour management strategies and their potential impact on learning.
Q14	They can describe the stages in progress through a topic or set of ideas and across concepts or sequences of teaching. They can explain what they would look for in learners at each stage giving examples of lessons, and individuals or groups of learners, to illustrate this. They make links with other aspects of learners' development and understanding (for example, linking to work in other subjects).	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 are not able to explain how their lesson planning fits into a sequence that will enable learners to make progress.
	They demonstrate the ability to	They demonstrate the ability to use	They demonstrate a generally	They do not demonstrate a secure

Q14	apply their own depth of English subject knowledge to support learners in acquiring understanding and skills. They often show their understanding of subject specific pedagogy through their application of a range of different approaches to ensure that all learners make the expected progress in English.	their English subject knowledge to find ways to support learners in acquiring 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.	secure English subject knowledge that develops learners' understanding and skills	English subject knowledge that develops learners' understanding and skills
Q14	They demonstrate the ability to apply their own depth of Mathematics subject knowledge to support learners in acquiring understanding and skills. They often show their understanding of subject specific pedagogy through their application of a range of different approaches to ensure that all learners make the expected progress in Mathematics.	They demonstrate the ability to use their Mathematics subject knowledge to find ways to support learners in acquiring 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 that develops learners' understanding and skills	They do not demonstrate a secure Mathematics subject knowledge that develops learners' understanding and skills
Q14	They demonstrate the ability to apply their own depth of Science subject knowledge to support learners in acquiring understanding and skills. They often show their understanding of subject specific pedagogy through their application of a range of different approaches to ensure that all learners make the expected progress in Science.	They demonstrate the ability to use their Science subject knowledge to find ways to support learners in acquiring 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 that develops learners' understanding and skills	They do not demonstrate a secure Science subject knowledge that develops learners' understanding and skills
Q14	They demonstrate the ability to apply their own depth of ICT subject knowledge to support learners in acquiring understanding and skills. They often show their understanding of subject specific pedagogy through their application of a range of	They demonstrate the ability to use their ICT subject knowledge to find ways to support learners in acquiring understanding and skills. They show understanding of subject specific pedagogy by finding different ways of explaining or different approaches	They demonstrate a generally secure ICT subject knowledge that develops learners' understanding and skills	They do not demonstrate a secure ICT subject knowledge that develops learners' understanding and skills

	different approaches to ensure that all learners make the expected progress in ICT.	that ensure that learners make some progress.		
Q14	They demonstrate the ability to apply their own depth of subject knowledge in the foundation subjects to support learners in acquiring understanding and skills. They often show their understanding of subject specific pedagogy through their application of a range of different approaches to ensure that all learners make the expected progress in the foundation subjects.	They demonstrate the ability to use their subject knowledge in the foundation subjects to find ways to support learners in acquiring 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 subject knowledge in the foundation subjects that develops learners' understanding and skills	They do not demonstrate a secure subject knowledge in the foundation subjects that develops learners' understanding and skills
Q15	They demonstrate a detailed 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 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 satisfactory 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 do not demonstrate a satisfactory 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 have a detailed knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	They have a good knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	They have satisfactory knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities	They have an inadequate knowledge of how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Q18	They have a detailed 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, ethnic, cultural and linguistic	They have a 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 of developmental, social, religious, ethnic, cultural and linguistic	They have a satisfactory understanding of how children and young people develop and they generally understand that the progress and well-being of learners are affected by a range of developmental, social, religious,	They have inadequate understanding of how children and young people develop and they have not begun to understand that the progress and well-being of learners are affected by a range of developmental, social, religious,

	influences.	influences.	ethnic, cultural and linguistic influences.	ethnic, cultural and linguistic influences.
Q19	They show a depth of understanding of the implications of Every Child Matters across a wide range of contexts. 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. Their file demonstrates innovative approaches to the integration of Every Child Matters; they exploit the potential provided by social and cultural diversity.	They show a secure understanding of the implications of Every Child Matters across a range of contexts. 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 demonstrate a satisfactory understanding of Every Child Matters and of social and cultural diversity. They generally take account of these factors in their teaching to make some personalised provision for those they teach, including those with EAL and SEN.	They demonstrate an inadequate understanding of Every Child Matters and of social and cultural diversity. They are unable to make effective personalised provision for those they teach.
Q19	They are able to discuss in detail individual learners' progress as well as their attainment and achievement.	They can describe how they might know that groups of learners have made progress.	They can explain how they monitor and assess learners' achievements, and how this indicates that they are making progress.	They are not able to explain how they monitor and assess learners' achievements, and how this indicates that they are making progress.
Q19	They can engage in well-informed discussion about individuals or groups of learners and particular needs. They can discuss the identification of potential barriers to learning and how these were or could be overcome.	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.	In discussion they show no awareness of barriers to learning or approaches to dealing with these.
Q20 and 21a/b	They demonstrate a detailed 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 effectively	They demonstrate a good 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 that they know how to	They demonstrate a satisfactory 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 generally demonstrate that they	They demonstrate an inadequate 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 identify the appropriate

	<p>demonstrate that they know how to identify and support children whose progress, development or well-being is affected by changes or difficulties and understand the range of professionals that contribute to learners' overall development.</p>	<p>identify and support children whose progress, development or well-being is affected by changes or difficulties. They can give examples of working with a wider range of professionals to secure the overall development of learners.</p>	<p>know how to identify and support children whose progress, development or well-being is affected by changes or difficulties. They know who they should turn to for expert advice on particular aspects of learners' overall development, specifically including child protection and safeguarding issues.</p>	<p>professionals to turn to for expert advice.</p>
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Professional Skills				
Std	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Planning				
Q22/ 24	They consistently demonstrate the ability to plan for progression, including planning for different rates of progress and identifying 'strands of progression'. They design effective, innovative and creative learning sequences within lessons and across series of lessons. They take into account stages of learning and deal with barriers to learning and demonstrate depth of subject and pedagogical knowledge. They plan effective homework tasks.	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 demonstrate a satisfactory ability to set clear learning outcomes and plan for progression. They design appropriate learning sequences within lessons and across series of lessons and demonstrate a satisfactory level of subject knowledge. They recognise potential barriers to learning. They plan appropriate homework tasks.	They demonstrate inadequate understanding of how to plan for progression and to design effective learning sequences within lessons and across series of lessons. They plan inadequate homework tasks and demonstrate inadequate subject knowledge.
Q23	They consistently design relevant opportunities for learners to develop their literacy, mathematical and ICT skills, taking into account current initiatives. They show clarity of links between learning objectives and other subjects. They take account of learners' needs.	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 satisfactory and relevant opportunities for learners to develop their literacy, mathematical and ICT skills, taking some account of current initiatives. They plan lessons that set clear learning outcomes and show how learners can meet these.	They fail to design effective opportunities for learners to develop their literacy, numeracy and ICT skills.
Assessing, Monitoring and Reviewing				
Q11/ 13	They have a detailed working knowledge of the relevant assessment requirements and arrangements. They demonstrate a confident working knowledge of how to use statistical information to improve teaching and	They have a good working knowledge of the relevant assessment requirements and arrangements. They demonstrate good working knowledge of how to use statistical information to improve	They have a satisfactory working knowledge of the relevant assessment requirements and arrangements. They demonstrate a satisfactory working knowledge of how to use statistical information	They have an inadequate knowledge of the relevant assessment requirements and arrangements. They have an inadequate knowledge of how to use statistical information to improve teaching and learning.

	learning.	teaching and learning.	to improve teaching and learning	
Q12	They have a comprehensive knowledge of a range of approaches to assessment, including the importance of formative assessment. They demonstrate the clarity of links between learning objectives, teaching approaches and assessment strategies.	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 satisfactory knowledge of a range of approaches to assessment, including the importance of formative assessment. They plan lessons that set clear learning outcomes and identify how progress and achievement will be monitored and assessed.	They have an inadequate knowledge of a range of approaches to assessment, including the importance of formative assessment, and the links between planning and assessment.
Q26a/b	They make effective use of monitoring and recording strategies and demonstrate how the outcomes are used in subsequent planning for groups and individuals. They effectively assess the learning needs of those they teach in order to set challenging learning objectives.	They make good use of a range of assessment, monitoring and recording strategies. They assess the learning needs of those they teach in order to set challenging learning objectives.	They make satisfactory use of a range of assessment, monitoring and recording strategies. They generally assess the learning needs of those they teach in order to set relevant learning objectives.	They make inadequate use of assessment, monitoring and recording strategies. They do not adequately assess the learning needs of those they teach and are unable to set appropriate learning objectives.
Q27/ 28	They consistently monitor progress and achievement and provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They set targets for individual learners that are well-focussed to ensure further progress. They repeatedly support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	They monitor progress and achievement and provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They effectively 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.	They monitor progress and achievement and generally provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They generally support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	They do not monitor progress or achievement. They do not provide timely, accurate or constructive feedback on learners' attainment, progress and areas for development. They provide inadequate support and are unable to guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
Q29	They consistently evaluate the impact of their teaching on the progress of all	They evaluate the impact of their teaching on the progress of all	They generally evaluate the impact of their teaching on the progress of	They do not evaluate the impact of their teaching on the progress of all

	learners, and modify their planning and classroom practice where necessary, in response to what learners say and do.	learners, and effectively modify their planning and classroom practice where necessary.	all learners, and generally modify their planning and classroom practice where necessary.	learners, and they fail to modify their planning and classroom practice where necessary.
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Teaching and the learning environment (including Teamwork and Collaboration)

Stnd	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Q25 (a)	They effectively use a range of creative and stimulating teaching strategies and resources, including e-learning to capture the interest of learners, taking practical account of diversity and promoting equality and inclusion. They take risks when trying to make teaching interesting and are able to deal with the unexpected.	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 use a limited but adequate range of teaching strategies and resources, including e-learning, taking some account of diversity and promoting equality and inclusion.	They do not adequately use a range of teaching strategies and resources, including e-learning, and are unable to account for diversity and promoting equality and inclusion.

They have observed/taught lessons in these subjects/areas (highlight) English, Phonics, Maths, Science, ICT, History, Geography, RE, PE, Art, D&T, Music, PSHEC

Q25 (b)	They teach lessons that are mostly good and often show characteristics of outstanding lessons. They effectively build on prior knowledge, develop concepts and processes, to ensure that all learners make progress so that they are able to apply new knowledge, understanding and skills and meet challenging learning outcomes.	They teach lessons that are never less than satisfactory but are often good or better. They build on prior knowledge, develop concepts and processes, to ensure all learners are sufficiently challenged and are enabled to apply new knowledge, understanding and skills and meet intended learning objectives.	They teach consistently at least satisfactory lessons (by the end of their training) in which learners make progress or consolidate their learning. They demonstrate a satisfactory ability to build on prior knowledge, develop concepts and processes, to 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 effectively adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. They teach learners to be able to explain how the teaching helped them to make progress.	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.	They demonstrate a satisfactory ability to adapt their language to suit the learners they teach, introducing new ideas and concepts with increasing clarity, and use explanations, questions, discussions and plenaries satisfactorily.	They do not demonstrate adequate adaptation 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.
Q25 (d)	They repeatedly and in various ways manage the learning of individuals, groups and whole classes to a high standard. They repeatedly and in various ways modify their teaching to suit the stage of the lesson.	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.	They generally manage most aspects of the learning for individuals, groups and whole classes. 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 sufficiently to suit the stage of the lesson.
Q30	They repeatedly and in various ways establish a purposeful, safe and creative learning environment, conducive to learning. They identify opportunities for learners to learn in out of school contexts.	They establish a purposeful and safe 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 are unable to establish a purposeful and safe learning environment, conducive to learning.
Q31	They repeatedly and in various ways establish a clear framework for classroom discipline to manage learners' behaviour constructively and to promote their self-control and independence.	They establish a clear framework for classroom discipline to manage learners' behaviour constructively and to promote their self-control and independence.	They generally set clear expectations for learning and behaviour to promote pupils' self-control and independence.	They are unable to establish a framework for classroom discipline to manage learners' behaviour constructively. They do not promote children's self-control and independence.
Q32	They repeatedly and in various ways work effectively as a team member and identify opportunities for working with colleagues and sharing effective practice.	They work as a team member and they identify opportunities for working with colleagues and sharing effective practice.	They generally work as a team member and they identify some opportunities for working with colleagues and sharing practice.	They show inadequate ability to work as a team member and are unable to identify opportunities for working with colleagues or to share practice.
Q20/ 33	They ensure that colleagues are effectively involved in supporting learning and understand their roles, including the role of those with responsibility for special and individual learning needs.	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 plan and use resources efficiently and ensure that colleagues involved in supporting learning understand their roles, including 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.

