



## APPRENTICE END-POINT ASSESSMENT GRADE DESCRIPTORS

### End-Point Assessment grading

Please grade against the sub-standards with your mentor. Refer to your portfolio of evidence as appropriate.

#### Outstanding

The trainee, awarded QTS, exceeds the minimum level of practice expected of teachers as defined in the Teachers' Standards or Teachers' Standards (Early Years). The trainee exceeds the minimum level of practice in the majority of the 7 standards for teaching and all related to their personal and professional conduct.

The quality of the trainee's teaching is outstanding.

For a trainee's final grade to be outstanding: - Pupil progress and learning must be good or better than expected - A minimum of five standards must be graded outstanding overall or four standards graded outstanding overall but many features of other standards (performance against the sub-headings) also graded outstanding - All other standards must be graded pass, with no standards graded inadequate Trainees demonstrate:

- strong subject and curriculum knowledge;
- Key Stage expertise; and
- the ability to use a range of teaching and learning strategies to great effect;
- accurate assessment of achievement using new curricula, continuous assessment and summative tests, examinations and assessment arrangements
- the ability to manage behaviour effectively and create an excellent climate for learning;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialism;
- understand the causes of low achievement; challenge and motivate children/pupils/learners where attainment is low; and use effective strategies to support underperforming groups; and high standards of personal and professional conduct.

#### Pass

The trainee, awarded QTS, meets the minimum level of practice expected of teachers as defined in the Teachers' Standards or Teachers' Standards (Early Years). The trainee demonstrates occupational competence in all of the standards for teaching and all related to their personal and professional conduct. The quality of the trainee's teaching is acceptable. All standards must be graded as at least a 'Pass', with no standard graded as 'Inadequate'. Apprentices at a Pass level may have some outstanding features, but only a minority of the Knowledge, Skills and Behaviours will be graded as outstanding. The majority will demonstrate occupational competence.

#### Inadequate

The trainee fails to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards or Teachers' Standards (Early Years). The ST0490/AP01 Crown copyright 2017 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence) 19 quality of the trainee's teaching is weak and does not demonstrate occupational competence. The assessor should complete a Final Assessment by Assessor form, which should be used to give strong and specific examples under each of the Teachers' Standards, which will inform judgements on the trainee's outcome and future development needs. Evidence will come from the lesson observation with professional dialogue and professional discussion. Evidence should be concise, specific and evaluative, not descriptive.

## SUMMARY OF PROGRESS AGAINST THE TEACHERS' STANDARDS GRADE DESCRIPTORS

APPRENTICE TO HIGHLIGHT OR CIRCLE (IN AGREEMENT THE MENTOR) YOUR ATTAINMENT AGAINST EACH DESCRIPTOR

TS1: Set high expectations which inspire, motivate and challenge pupils	Subheadings of the Standards	<b>Outstanding (G1)</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good</i>	<b>Pass (G2)</b> <i>Much of the quality of the trainees' teaching requires improvement as it is not yet good</i>	<b>Inadequate (G3)</b> <i>Trainees fail to meet the minimum level of practice expected in the Teachers' Standards</i>
	a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	Constantly uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect that motivates and inspires pupils to learn and enjoy the subject.	Is able to establish a safe and stimulating environment. There is evidence of mutual respect in the classroom.	Are beginning to establish a safe and stimulating environment
	b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Consistently sets goals that stretch, <i>challenge and motivate all pupils</i> <i>Uses strategies which support underperforming groups.</i>	Demonstrate a good working awareness of the need to develop pupil learning over time. Encourage independent learning, set appropriate tasks that enable the majority of learners to make good progress.	Are beginning to set appropriate learning goals for pupils.
	c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. Trainees are effective in the use of a variation of behavioural strategies.	Is able to demonstrate the positive attitudes, values and behaviour which are expected of pupils and applies school behavioural policies.	Are beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils.

TS2: Promote good progress and outcomes by pupils	a) Be accountable for pupils' attainment, progress and outcomes.	Assume a higher level of responsibility for the attainment, progress and pupil outcomes. Draw on sound knowledge of prior attainment, create opportunities for independence and autonomous learning to enable almost all learners to make very good progress.	Is able to take be accountable for pupils' attainment	Are beginning to show an awareness of teacher accountability for attainment and have taken some responsibility for this with support from colleagues.
	b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build these	<ul style="list-style-type: none"> <li>• Has detailed understanding of the pupils' capabilities and prior knowledge</li> <li>• <i>Demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress</i></li> </ul>	Is able in their planning and teaching to <ul style="list-style-type: none"> <li>• demonstrate understanding of pupils' capabilities and prior learning</li> <li>• Appropriately differentiate and annotate plans to address individual pupils needs.</li> <li>• promote good progress</li> </ul>	Is beginning to demonstrate detailed understanding of the pupils' capabilities and prior learning
	c) Guide pupils to reflect on the progress they have made and their emerging needs.	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.	Is able to offer pupils interventions and feedback that some of the time helps them to reflect on the progress they have made and understand what they need to do to improve.	Intermittently offers pupils appropriately timed, high quality intervention and feedback.
	d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is consistently able to use knowledge and understanding of how pupils learn to improve their teaching	Is able to use knowledge and understanding of how pupils learn in their teaching.	Is beginning to use effective strategies to support the learning and progress of pupils.
	e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Is able to encourage pupils, by setting expectations, to take a responsible and conscientious attitude to work and study.	Is beginning to understand the need to encourage pupils or set expectations for a responsible and conscientious attitude to work and study.

<b>TS3: Demonstrate good subject and curriculum knowledge</b>	a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> <li>• <i>Lessons demonstrate strong subject and curriculum knowledge and phase expertise.</i></li> <li>• Is confident in <i>working with the current and new curriculum</i></li> <li>• Demonstrates the ability to address misunderstandings and maintain pupils interest.</li> </ul>	Is able to <ul style="list-style-type: none"> <li>• demonstrate subject; curriculum and phase knowledge in their teaching</li> <li>• work within the current and new curriculum arrangements</li> <li>• address misunderstandings and maintain pupils interest.</li> </ul>	Is beginning to develop a sound level of subject and curriculum knowledge and is aware of the need to develop subject specific pedagogy within the curriculum.
	b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> <li>• Demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</li> <li>• Consistently promotes the value of scholarship</li> </ul>	Is able to <ul style="list-style-type: none"> <li>• demonstrate understanding of developments in the subject and curriculum areas</li> <li>• promote the value of scholarship.</li> </ul>	Is aware of developments of subject and curriculum developments impacting on their subject.
	c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	<ul style="list-style-type: none"> <li>• Consistently demonstrates a thorough understanding of <i>how to teach reading, writing, communication effectively to enhance the progress of the pupils they teach</i></li> <li>• Takes responsibility for promoting high standards for literacy, articulacy and the correct use of standard English.</li> </ul>	Is able to <ul style="list-style-type: none"> <li>• develop the reading writing communication (and mathematical) skills of the pupils they teach</li> <li>• promote high standards for literacy, articulacy and the correct use of standard English.</li> </ul>	Is beginning to promote high standards for literacy, articulacy and the correct use of standard English

<p>d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics SSP (primary)</p>	<ul style="list-style-type: none"> <li>• <i>Apprentice is confident and competent in teaching early reading, SSP and communication and language development so pupils make good progress.</i></li> <li>• Consistently demonstrates a thorough understanding of the role of SSP in the teaching of early reading.</li> </ul>	<p>Is able to</p> <ul style="list-style-type: none"> <li>• demonstrate a developing understanding of the role of systematic synthetic phonics in the teaching of early reading which promotes progress</li> <li>• teach early reading, SSP and communication and language development.</li> </ul>	<p>Is beginning to demonstrate a sufficient understanding of the role of systematic synthetic phonics in the teaching of early reading.</p>
<p>e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary) <b>New handbook frequently replaces 'early' with 'primary'</b></p>	<ul style="list-style-type: none"> <li>• <i>Apprentice is confident and competent in teaching primary mathematics</i></li> <li>• Consistently demonstrates a thorough understanding of appropriate teaching strategies</li> </ul>	<p>Is able to demonstrate a clear understanding of strategies for the teaching of primary mathematics which promotes good progress.</p>	<p>Is beginning to demonstrate sufficient understanding of strategies for the teaching of early mathematics.</p>

<b>TS4: Plan and Teach well-structured Lessons</b>	a) Impart knowledge and develop understanding through effective use of lesson time.	Lessons consistently maximise the use of time, short and long term, with a variety of activities planned.	Is able to use lesson time effectively to impart knowledge and develop understanding.	Is beginning to plan lessons effectively taking into account time factors.
	b) Promote a love of learning and children's intellectual curiosity.	Consistently promotes a love of learning and children's intellectual curiosity which develops a thirst for knowledge resulting in stimulating lessons which engage students in the learning process.	Is able to promote a love of learning and children's intellectual curiosity.	Has begun to use a range of teaching and learning strategies effectively and is aware of the need to engage learners.
	c) Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Consistently plans differentiated, purposeful homework and out of class activities that consolidate and extend existing knowledge and understanding.	Is able to regularly plan suitable homework / out of class activities.	Has begun to plan appropriate homework and out of class learning for pupils.
	d) Reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> <li>Is <i>critically reflective in analysing, evaluating and improving their practice.</i></li> <li>Is able to accurately judge the effectiveness of their lessons and impact on all groups of learners</li> </ul>	Is able to reflect on the effectiveness of lessons and approaches to teaching and amend their practice accordingly.	Has begun to reflect and evaluate own practice.
	e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s)	Has begun to contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	Is aware of the need for teachers to contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
<b>TS5: Adapt teaching</b>	a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	All lessons are differentiated appropriately using timely approaches which enable pupils to be taught effectively and make very good progress as a result.	Uses a range of differentiation material appropriately and uses approaches which enable pupils to be taught effectively.	Has begun to differentiate appropriately.

	b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	<i>Understands the causes of low achievement; how to challenge and motivate pupils where attainment is low; and uses effective strategies to support underperforming groups.</i>	Has a developing understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these.	Beginning to understand individual differences between pupils or the range of factors that inhibit pupils' ability to learn.
	c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	Consistently demonstrates clear awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of children development.	Has an awareness of how physical, social and intellectual development can influence pupil outcomes.
	d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Consistently evaluates and adapts teaching to meet the diverse needs of all learners, including those with high ability, EAL, SEN, disabilities, <i>those eligible for pupil premium and FSM</i> and G&T.	Is able to demonstrate a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Is beginning to meet the diverse needs of all learners.
TS6: Make accurate and productive use of assessment	a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Consistently and <i>accurately assesses achievement</i> and attainment in relevant subject and curriculum areas using <i>new curricular, examination and assessment arrangements.</i>	Is able to demonstrate knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Is beginning to draw on subject and curriculum knowledge to plan for teaching.
	b) Make use of formative and summative assessment to secure pupils' progress	Consistently uses formative, <i>continuous assessment and summative tests to great effect</i> to secure progress for all pupils, through a sequence of lessons over time.	Is beginning to use formative, continuous assessment and summative tests to secure progress for pupils over time.	Is aware of the need to use formative, continuous assessment and summative tests to secure progress.

<p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<ul style="list-style-type: none"> <li>• Is effective in using a range of relevant data, including school progress data (Raise on line or equivalent), to monitor pupil progress over time.</li> <li>• Records of pupil progress and attainment are accurate and up to date and used to inform future planning and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use some relevant data including school progress data (Raise on line or equivalent) to monitor pupil progress over time.</li> <li>• Records of pupil progress and attainment are mostly up to date and is able to use them to inform future planning.</li> </ul>	<p>Acknowledges the importance of use of data to monitor pupil progress or to set targets.</p>
<p>d) Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<ul style="list-style-type: none"> <li>• Consistently uses a range of methods to great effect to give pupils regular and constructive feedback and the opportunity to respond to it.</li> <li>• Accurate and regular marking and verbal and written feedback enables pupils to make very good progress over time.</li> </ul>	<p>Is able to give pupils regular verbal and written feedback to support their progress.</p>	<p>Provides intermittent feedback in the form of verbal and written feedback.</p>



<b>TS7: Manage behaviour effectively to ensure a good and safe learning</b>	<p>a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy.</p>	<p>In accordance with the school's behaviour policy</p> <ul style="list-style-type: none"> <li>• Takes responsibility for and <i>has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning.</i></li> <li>• Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation.</li> <li>• <i>is effective in tackling bullying, including cyber and prejudice-based (and homophobic) bullying.</i></li> </ul>	<p>Is developing clear rules and routines for behaviour in the classroom to manage student behaviour and is aware of the school's policy and practice of behaviour management.</p>	<p>Is aware of the need to manage behaviour and discipline in order to promote a suitable climate for learning.</p>
	<p>b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	<ul style="list-style-type: none"> <li>• Consistently sustains high expectations of behaviour.</li> <li>• Establishes and maintains or applies the school's framework for discipline, consistently and fairly, using a wide range of strategies.</li> </ul>	<p>Is beginning to apply a range of behavioural and praise strategies to maintain good order in the classroom.</p>	<p>Is aware of the importance of suitable expectations of behaviour and of using a range of behavioural strategies to maintain good order in the classroom.</p>
	<p>c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	<p>Consistently manages a high level of pupil motivation and involvement using a range of approaches appropriate to pupils' needs.</p>	<p>Is beginning to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	<p>Is aware of the necessity to motivate or engage pupils in lessons in order for them to make progress.</p>
	<p>d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.</p>	<p>Consistently demonstrates strong relationships with pupils exercising appropriate authority, and acting decisively when necessary.</p>	<p>Is beginning to foster good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.</p>	<p>Acknowledges the need to develop good relationships with pupils or contribute to a productive learning environment.</p>

<b>TS8: Fulfil Wider Professional Responsibilities</b>	a) Make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Begins to make a contribution to the wider life and ethos of the school.
	b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Consistently and effectively consults with colleagues and other stakeholders as appropriate, knowing when and how to draw on their advice and specialist support and fosters strong professional relationships.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Is able to relate to other members of a team and to consult appropriately with colleagues.
	c) Deploy support staff effectively	Consistently able to deploy support staff to maximise the learning of pupils and enable them to make very good progress over time.	Is able to deploy support staff effectively to support the learning of pupils.	Has begun to deploy support staff in the classroom
	d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<ul style="list-style-type: none"> <li>• Consistently proactive in taking responsibility for improving their teaching through professional development.</li> <li>• Uses the advice and guidance offered by colleagues to secure improvements in practice.</li> </ul>	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Has begun to take responsibility with own learning and professional development in order to improve teaching.
	e) Communicate effectively with parents with regard to pupils' achievements and wellbeing	Communicates very well and effectively with parents and carers about learners' achievements and well-being.	Is able to communicate with parents and carers about learners' achievements and well-being.	Is aware of the need to communicate effectively with parents and carers about learners' achievements and well-being

## SUMMARY OF STRENGTHS AND DEVELOPMENT PRIORITIES

Particular strengths and achievements demonstrated during this placement	Specific actions to prioritise
1	1
2	2
3	3
<b>Subject mentor comments for next placement and use in employment references:</b>	

<b>At this stage, drawing on the full range of evidence I can confirm that my impact on pupil progress is best summarised by (please tick) :</b>	
Overall pupils are making good or better progress over time (outstanding)	
Overall pupils are making at least expected progress over time (good)	
The trainee is able to promote good pupil progress over time (achieving)- minimum requirement for QTS	
The trainee is unable to promote pupil progress (inadequate/developing)	