

MANCHESTER
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University of Manchester, Manchester Institute of Education

PGCE RoAD Record of Achievement and Development 2019-20

“Empowering Future Generations”

Subject:	_____
Trainee:	_____
University Tutor:	_____
Placement (1):	_____
Mentor:	_____
Placement (2):	_____
Mentor:	_____
Placement (3):	_____
Mentor:	_____

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A: Monitoring Overall Progress

Individual Development Plan (summary document – may refer to more detailed documents at subject level)

	For Placement 1		For Placement 2		For Placement 3	
Experience	HE: First degree subject(s): First degree classification: First degree institution: Details of higher degrees (if any):		Summary of P1 experience (classes, years etc) Experience still needed in KS3 / KS4 / KS5 ?		Summary of P1 experience (classes, years etc) Experience still needed in KS3 / KS4 / KS5 ?	
Strengths	1. (from interview) 2. 3.		1. (Placement 1 summative) 2. 3.		1. (Placement 2 summative) 2. 3.	
Targets / areas for development	1. (from interview) 2. 3.		1. (Placement 1 summative) 2. 3.		1. (Placement 2 summative) 2. 3.	
Action to be taken to address targets	1. 2. 3.	Complete Y Y Y	1. 2. 3.	Complete Y Y Y	1. 2. 3.	Complete Y Y Y
Additional needs (including subject knowledge)	1. 2. 3.		1. 2. 3.		1. 2. 3.	
Steps to address identified needs	1. 2. 3.	Complete Y Y Y	1. 2. 3.	Complete Y Y Y	1. 2. 3.	Complete Y Y Y

Monitoring the RoAD

RoAD Check List for completion by Peer / Tutor / School Liaison Officer

Trainee		Subject
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	P1	P2	P3
School			
Mentor			
Comments section – indicating which areas are satisfactory or in need of attention			
Individual Development Plan up to date			
Weekly lesson observations from mentors recorded with targets etc.			
Weekly mentor meetings recorded appropriately by trainee			
Progress matrix – added to during the placement, indicating evidence where appropriate: to be discussed with mentor near end of placement.			
Summative Reports in place and completed as appropriate.			
Placement Induction Evaluation completed and actioned appropriately			
Record of review meeting with professional mentor			
School Professional Studies record (up to date)			
Record of attendance up to date and agreed with subject mentor			
Reviewer (name)			
Date			

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainee/PM to make notes on meeting below

Trainees should bring to the meeting: two recent lesson plan with evaluations, two lesson observations, progress matrix and latest completed Yellow Questionnaire.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

		Placement 1	
Areas for scrutiny and discussion	PM comments and judgements.	Key areas for development for the remainder of this placement and next	
1 Individual Development Plan – refer to trainee's targets			
2 Planning Refer to two recent lesson plans.			
3 In lessons: Refer to two recent lesson obs. and trainees' own reflections.			
4 Feedback and targets – and the trainee's response			
5 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate			
6 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.			
Professional mentor to sign	Signature		

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainee/PM to make notes on meeting below

Trainees should bring to the meeting: two recent lesson plan with evaluations, two lesson observations, progress matrix and latest completed Yellow Questionnaire.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

Placement 2		
Areas for scrutiny and discussion	PM comments and judgements.	Key areas for development for the remainder of this placement and next
1 Individual Development Plan – refer to trainee's targets		
2 Planning Refer to two recent lesson plans.		
3 In lessons: Refer to two recent lesson obs. and trainees' own reflections.		
4 Feedback and targets – and the trainee's response		
5 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate		
6 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.		
Professional mentor to sign	Signature	

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainee/PM to make notes on meeting below

Trainees should bring to the meeting: lesson planning documentation, including evaluations. Two lesson observations, Progress Matrix and latest completed Yellow Questionnaire, and **Evidence for extending practice** where applicable.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

Placement 3		
Areas for scrutiny and discussion	PM comments on progress	Areas for development for the remainder of this placement and for NQT year
1 Individual Development Plan – refer to trainee's targets		
2 Planning and teaching: Refer to two recent lesson plans and lesson observations.		
3 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate		
4 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.		
5 Extending practice – where the trainee has opted in to present evidence of a particular focus	where applicable...	
Professional mentor to sign	Signature	

B: Placement documentation

Lesson observation form

Placement 1

Week 1 2 3 4 5 6 7 8 9

<p>↓ Tick statements to indicate strengths in the lesson.</p> <p>↓ Highlight statements to indicate areas to reflect on.</p> <p>↓ Use these statements as prompts in written feedback in the three sections.</p>	Trainee	Date
	School/College	Number in group
	Mentor/Teacher/Tutor	Year group/ability information
	Lesson Topic	Observation Focus standards or previous targets
<p><input type="radio"/> Demonstrate good subject knowledge S3</p> <p><input type="radio"/> Stimulate and maintain pupils' interest and curiosity in the subject S3</p> <p><input type="radio"/> Promote high standards of literacy, numeracy and communication S3</p>	Subject and curriculum knowledge	
<p><input type="radio"/> Set high expectations</p> <p><input type="radio"/> Establish a secure learning environment that promotes good pupil progress and behaviour S1</p> <p><input type="radio"/> Build on, consolidate and extend pupils' capabilities, prior knowledge and understanding S2</p> <p><input type="radio"/> Ensure all learners make progress that is at least good S2</p> <p><input type="radio"/> Guide pupils to reflect on their progress and their learning needs S2</p> <p><input type="radio"/> Plan lessons using reflection on teaching S4</p> <p><input type="radio"/> Use questioning and discussion to promote learning S4</p> <p><input type="radio"/> Promote a love of learning and intellectual curiosity S4</p> <p><input type="radio"/> Plan well-structured lessons that use time and resources effectively S4</p> <p><input type="radio"/> Maintain a good relationship with pupils S7</p> <p><input type="radio"/> Manage pupil behaviour effectively and appropriately including low level disruption S7</p> <p><input type="radio"/> Have clear rules and routines and high expectations of behaviour S7</p> <p><input type="radio"/> Be aware of the needs of all pupils and differentiate appropriately S5</p> <p><input type="radio"/> Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5</p>	<p>Planning and teaching</p> <p>Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written).</p>	

<p><input type="radio"/> Make use of formative assessment to promote pupil progress and learning S6</p> <p><input type="radio"/> Use assessment which is appropriate to the subject and curriculum S6</p> <p><input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6</p> <p><input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6</p>	<p>Use of assessment How are trainees assessing progress during the lesson, techniques used.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Progress on previous targets Trainee to complete.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Key strengths of this lesson: At least three, at least one subject specific.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Targets Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: right;">To the trainee: identify how these targets will improve your lessons</p>

Common format agreed by The University of Manchester and Manchester Metropolitan University
Trainee to copy more observation report sheets if the mentor writes them by hand

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 1
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner
Actions in support of targets.		Activities beyond the department Communicating with parents
Signed by Mentor		Weeks 3 & 7 Review progress matrix for overview of strengths and areas for development.
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 2
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner
Actions in support of targets.		Activities beyond the department Communicating with parents
Signed by Mentor		Weeks 3 & 7 Review progress matrix for overview of strengths and areas for development.
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 3
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		
		Weeks 3 & 7
		Review progress matrix for overview of strengths and areas for development.

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 4
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		
Targets for next week (reference Standards where appropriate)		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Actions in support of targets.		
Signed by Mentor		
Signed by Trainee		
		Weeks 3 & 7 Review progress matrix for overview of strengths and areas for development.

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 5
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		
		Weeks 3 & 7
		Review progress matrix for overview of strengths and areas for development.

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 6
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		
Targets for next week (reference Standards where appropriate)		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Actions in support of targets.		
Signed by Mentor		
Signed by Trainee		
		Weeks 3 & 7 Review progress matrix for overview of strengths and areas for development.

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 7
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner
Actions in support of targets.		Activities beyond the department Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 8
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.		
Targets for next week (reference Standards where appropriate)		When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Actions in support of targets.		
Signed by Mentor		
Signed by Trainee		
		Week 8 Review progress matrix for overview of strengths and areas for development.

Placement 1 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: The 'Meeting Standard' descriptors help trainees and those assessing them to determine areas for development, and to identify areas where a trainee is on track. On each page, trainees should make notes during the placement to indicate how they are meeting the standard overall. These notes will inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the following placement.

Notes may refer to evidence such as:

- Subject knowledge audits
- Planning documentation – lesson plans, medium term plans
- Lesson resources
- Lesson evaluations
- Pupil assessment records, records of rewards and sanctions
- Reflective documents
- Lesson observations by mentors and tutors
- Records of weekly mentor meetings
- University assignments and ISPs
- Pupils' books including teacher feedback

The Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order, to support a coherent perspective on developing practice:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.
- **assessment (S6);** a particular focus on this central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Subject and curriculum knowledge

Prompts	Meeting standards	S3: Demonstrate good subject and curriculum knowledge
<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>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</p>	<p>Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.</p> <p>Can maintain pupils' interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.</p> <p>Can demonstrate awareness of developments and changes in subject and curriculum areas.</p> <p>Promotes scholarship amongst pupils within subject and curriculum areas.</p> <p>Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S4: Plan and teach well-structured Lessons

Prompts	Meeting standards	S4: Plan and teach well-structured Lessons
<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p> <p>b) Promote a love of learning and children’s intellectual curiosity.</p> <p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p><i>Can maintain the pace of the learning and the ability to respond flexibly to events.</i></p> <p><i>Can adapt teaching in order to respond to the needs of pupils.</i></p> <p><i>Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.</i></p> <p><i>Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.</i></p> <p><i>Evaluates and reflects in order to improve on own practice.</i></p> <p><i>Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.</i></p> <p><i>Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S1: Set high expectations which inspire, motivate and challenge pupils
<p>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p><i>Is able to maintain a safe and stimulating environment that will engage and sustain pupils' interest and learning.</i></p> <p><i>Sufficient mutual respect established to allow learning and classroom organization</i></p> <p><i>Demonstrates understanding of strategies to maintain a purposeful and safe learning environment.</i></p> <p><i>Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Is able to demonstrate the positive attitudes, values and behaviour expected of pupils.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S2: Promote good progress and outcomes by pupils
<p>a) Be accountable for pupils' attainment, progress and outcomes.</p> <p>b) Plan teaching to build on pupils' capabilities and prior knowledge.</p> <p>c) Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p><i>Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils.</i></p> <p><i>Shows awareness of school policy and practice.</i></p> <p><i>Broadly accurate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress.</i></p> <p><i>Has an understanding of the progress and emerging needs of pupils.</i></p> <p><i>Can guide pupils to reflect on the progress they have made and their emerging needs.</i></p> <p><i>Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Can use targeted interventions to facilitate learning. Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S7: Manage behaviour effectively to ensure a good and safe learning environment

Prompts	Meeting standards	S7: Manage behaviour effectively to ensure a good and safe learning environment
<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>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> <p>c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</p> <p>d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary</p>	<p><i>Clear rules and routines for behaviour in the classroom applied in accordance with the school’s behaviour policy.</i></p> <p><i>Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.</i></p> <p><i>Expectations of behaviour are evident.</i></p> <p><i>Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.</i></p> <p><i>Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</i></p> <p><i>Can manage, involve and motivate classes using approaches which are appropriate to most pupils’ needs.</i></p> <p><i>Can maintain relationships with pupils which create a supportive learning environment.</i></p> <p><i>Is able to exercise appropriate authority and act decisively when necessary.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S5: Adapt teaching to respond to the strengths and needs of all pupils

Prompts	Meeting standards	S5: Adapt teaching to respond to the strengths and needs of all pupils
<p>a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>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</p> <p>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.</p>	<p><i>Lessons show evidence of having considered individual learning and differentiation strategies that address them.</i></p> <p><i>Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils' ability to learn, and can adapt teaching to help overcome these.</i></p> <p><i>Understanding is shown of the challenges and opportunities of teaching in a diverse society.</i></p> <p><i>Can show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.</i></p> <p><i>Can demonstrate a clear understanding of the diverse needs of pupils.</i></p> <p><i>Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Assessment

Prompts	Meeting standards	S6: Make accurate and productive use of assessment
<p>a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) Make use of formative and summative assessment to secure pupils' progress</p> <p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p><i>Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils.</i></p> <p><i>Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks</i></p> <p><i>Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</i></p> <p><i>Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching.</i></p> <p><i>Records of pupil progress and attainment are maintained.</i></p> <p><i>Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons. Can give pupils regular oral feedback, or accurate written comments.</i></p> <p><i>Pupils are encouraged to respond to feedback.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Wider professional responsibilities

Prompts	Meeting standards	S8: Fulfil Wider Professional Responsibilities
<p>a) Make a positive contribution to the wider life and ethos of the school</p> <p>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) Deploy support staff effectively</p> <p>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p><i>Beginning to contribute positively to the wider life and ethos of the school.</i></p> <p><i>Has an understanding of teachers' legal responsibilities.</i></p> <p><i>Understands the roles and responsibilities of colleagues.</i></p> <p><i>Can utilise other colleagues' expertise including those with responsibility for special needs and disabilities.</i></p> <p><i>Can deploy support staff to facilitate pupil learning.</i></p> <p><i>Evidence of effective consultation with support staff in planning and classroom delivery.</i></p> <p><i>Engages with own professional development</i></p> <p><i>Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements.</i></p> <p><i>Can communicate with parents and carers about learners' achievements and well-being.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Personal and Professional Conduct

PART TWO: Personal and Professional conduct:	
Prompts	Tick those areas where you have met the expectations of your personal and professional conduct:
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach <ul style="list-style-type: none"> • Teachers must maintain high standards of punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> • maintaining professional confidentiality • punctual and prepared for lessons • following procedures for reporting your own absence or lateness, and making suggestions for cover work for your classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of your own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of your teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders etc. • aware of your statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes you teach, and know what to do about this • putting the well-being, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working

PGCE Secondary Progress Report – Placement 1

Trainee:		Mentor completing report:	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3		KS4	16+
Please indicate whether the trainee is on track with each group of standards, overall:	y/n	Please summarise the progress the trainee has made over the placement in this area.	
Subject and curriculum knowledge Demonstrate good knowledge (S3)		<i>Please expand boxes if necessary</i>	
Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)			
Assessment Use assessment productively (S6)			
Fulfil wider professional responsibilities (S8)			
Professionalism Part 2: Maintain high standards of ethics and behaviour		<i>Trainees will be on track with Part 2 unless they have been unprofessional: ie they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school.</i>	

Targets: based on your knowledge of the trainee and the progress they have made during this placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

1.

2.

3. (at least one subject-specific where possible)

Number of HALF DAYS absence (excluding agreed absence for interviews)

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor

This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee's next placement. Electronic copies are available if required, from the mentor resource site.

Lesson Observation Report Form

Placement 2 Week 1 2 3 4 5 6 7

<p>↓ Tick statements to indicate strengths in the lesson.</p> <p>↓ Highlight statements to indicate areas to reflect on.</p> <p>↓ Use these statements as prompts in written feedback in the three sections.</p>	Trainee	Date
	School/College	Number in group
	Mentor/Teacher/Tutor	Year group/ability information
	Lesson Topic	Observation Focus standards or previous targets
<p><input type="radio"/> Demonstrate good subject knowledge S3</p> <p><input type="radio"/> Stimulate and maintain pupils' interest and curiosity in the subject S3</p> <p><input type="radio"/> Promote high standards of literacy, numeracy and communication S3</p>	Subject and curriculum knowledge	
<p><input type="radio"/> Set high expectations</p> <p><input type="radio"/> Establish a secure learning environment that promotes good pupil progress and behaviour S1</p> <p><input type="radio"/> Build on, consolidate and extend pupils' capabilities, prior knowledge and understanding S2</p> <p><input type="radio"/> Ensure all learners make progress that is at least good S2</p> <p><input type="radio"/> Guide pupils to reflect on their progress and their learning needs S2</p> <p><input type="radio"/> Plan lessons using reflection on teaching S4</p> <p><input type="radio"/> Use questioning and discussion to promote learning S4</p> <p><input type="radio"/> Promote a love of learning and intellectual curiosity S4</p> <p><input type="radio"/> Plan well-structured lessons that use time and resources effectively S4</p> <p><input type="radio"/> Maintain a good relationship with pupils S7</p> <p><input type="radio"/> Manage pupil behaviour effectively and appropriately including low level disruption S7</p> <p><input type="radio"/> Have clear rules and routines and high expectations of behaviour S7</p> <p><input type="radio"/> Be aware of the needs of all pupils and differentiate appropriately S5</p> <p><input type="radio"/> Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5</p>	<p>Planning and teaching</p> <p>Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written).</p>	

<p><input type="radio"/> Make use of formative assessment to promote pupil progress and learning S6</p> <p><input type="radio"/> Use assessment which is appropriate to the subject and curriculum S6</p> <p><input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6</p> <p><input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6</p>	<p>Use of assessment How are trainees assessing progress during the lesson, techniques used.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Progress on previous targets Trainee to complete.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Key strengths of this lesson: At least three, at least one subject specific.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Standards Nos Added by mentor or trainee</p>	<p>Targets Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: right;">To the trainee: identify how these targets will improve your lessons</p>

Common format agreed by The University of Manchester and Manchester Metropolitan University
Trainee to copy more observation report sheets if the mentor writes them by hand

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 2: Week 1
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 2: Week 2
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 2: Week 3
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		
		Week 3
		Review progress matrix for overview of strengths and areas for development.

Record of weekly mentor - trainee meeting (<i>trainee to complete</i>)		Placement 2: Week 4
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 2: Week 5
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (<i>trainee to complete</i>)		Placement 2: Week 6
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		
Signed by Trainee		

Record of weekly mentor - trainee meeting (<i>trainee to complete</i>)		Placement 2: Week 7
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
Targets for next week (reference Standards where appropriate)		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
Signed by Mentor		Week 7
Signed by Trainee		Review progress matrix for overview of strengths and areas for development.

Placement 2 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: The 'Meeting Standard' descriptors help trainees and those assessing them to determine areas for development, and to identify areas where a trainee is on track. In Placement 2 and 3, the descriptors reflect the greater experience that trainees have had. On each page, trainees should make notes during the placement to indicate how they are meeting the standard overall. These notes will inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the following placement.

Notes may refer to evidence such as:

- Subject knowledge audits
- Planning documentation – lesson plans, medium term plans
- Lesson resources and medium term resources
- Lesson evaluations
- Pupil assessment records, records of rewards and sanctions
- Reflective documents
- Lesson observations by mentors and tutors
- Records of weekly mentor meetings
- University assignments and ISPs
- Pupils' books including teacher feedback

The Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.
- **assessment (S6);** a particular focus on this central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Subject and curriculum knowledge

Prompts	Meeting standards	S3: Demonstrate good subject and curriculum knowledge
<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>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</p>	<p>Good level of subject and curriculum knowledge.</p> <p>Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings.</p> <p>Demonstrates good awareness of developments and changes in subject and curriculum areas.</p> <p>Promotes scholarship and further study to all pupils within subject and curriculum areas.</p> <p>Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a range of strategies to put these into practice.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S4: Plan and teach well-structured Lessons
<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p> <p>b) Promote a love of learning and children’s intellectual curiosity.</p> <p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p>Knowledge is imparted through good lessons where pace is maintained and shows effective use of time.</p> <p>Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.</p> <p>Willing to take risks to capture interest and make learning interesting.</p> <p>Pupils can generally see the relevance of their learning and this often stimulates their intellectual curiosity.</p> <p>Plans homework which consolidates and reinforces knowledge and understanding.</p> <p>Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.</p> <p>Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.</p> <p>Shows willingness to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils. Collaborates with colleagues and has made contributions to curricular developments.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S1: Set high expectations which inspire, motivate and challenge pupils

Prompts	Meeting standards	
<p>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Able to adopt and adapt a range of effective approaches to establish a safe and stimulating environment to sustain pupils' interest in learning.</p> <p>Mutual respect allows for a range of approaches to learning and classroom organization.</p> <p>Able to utilise a range of effective strategies to maintain a purposeful and safe learning environment.</p> <p>Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S2: Promote good progress and outcomes by pupils
<p>a) Be accountable for pupils' attainment, progress and outcomes.</p> <p>b) Plan teaching to build on pupils' capabilities and prior knowledge.</p> <p>c) Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons. Follows school policy and practice.</p> <p>Well informed about the pupils' capabilities and prior learning, drawing on focused assessment.</p> <p>Plans are carefully annotated to support progression.</p> <p>Has developed a sound understanding of the pupils' progress and their emerging needs.</p> <p>Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p> <p>Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Able to use targeted interventions to facilitate learning for all groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p> <p>Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils' responses.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S7: Manage behaviour effectively to ensure a good and safe learning environment
<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>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> <p>c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</p> <p>d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary</p>	<p>Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school’s behaviour policy.</p> <p>Consistently reinforces good and courteous behaviour in the classroom and around the school. Maintains high expectations of pupils’ behaviour.</p> <p>Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards</p> <p>Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p> <p>Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs.</p> <p>Understands how to challenge and motivate pupils where attainment is low. Makes timely and effective interventions to maintain good behaviour. Matters relating to pupil behaviour are addressed promptly thus boosting their learning.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S5: Adapt teaching to respond to the strengths and needs of all pupils
<p>a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>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</p> <p>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.</p>	<p>Lessons show good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning.</p> <p>Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn and can adapt teaching to help overcome these.</p> <p>Has a good level of understanding of the challenges and opportunities of teaching in a diverse society.</p> <p>Demonstrates a good awareness of how physical, social and intellectual development can influence pupils' educational outcomes.</p> <p>Demonstrates a good understanding of the diverse needs of most learners.</p> <p>Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Assessment

Prompts	Meeting standards	S6: Make accurate and productive use of assessment
<p>a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) Make use of formative and summative assessment to secure pupils' progress</p> <p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>Uses well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.</p> <p>Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments.</p> <p>Makes effective frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time.</p> <p>Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.</p> <p>Assesses pupils' progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve.</p> <p>Uses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Wider professional responsibilities

Prompts	Meeting standards	S8: Fulfil Wider Professional Responsibilities
<p>a) Make a positive contribution to the wider life and ethos of the school</p> <p>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) Deploy support staff effectively</p> <p>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p>Is proactive about making a positive contribution to the life and ethos of the school.</p> <p>Has a sound understanding of teachers' legal responsibilities.</p> <p>Consults with the different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.</p> <p>Able to deploy support staff effectively to facilitate pupil learning for all groups</p> <p>Evidence of collaborative work with support staff to facilitate pupils' learning.</p> <p>Takes responsibility for their own learning and professional development.</p> <p>Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.</p> <p>Communicates well with parents and carers about learners' achievements and well-being</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Personal and Professional Conduct

PART TWO: Personal and Professional conduct:	
Prompts	Tick those areas where you have met the expectations of your personal and professional conduct:
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach <ul style="list-style-type: none"> • Teachers must maintain high standards of punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> • maintaining professional confidentiality • punctual and prepared for lessons • following procedures for reporting your own absence or lateness, and making suggestions for cover work for your classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of your own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of your teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders etc. • aware of your statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes you teach, and know what to do about this • putting the well-being, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working

PGCE Secondary Progress Report – Placement 2

Trainee:		Mentor completing report:	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3		KS4	16+
Please indicate whether the trainee is on track with each group of standards, overall:	y/n	Please summarise the progress the trainee has made over the placement in this area.	
Subject and curriculum knowledge Demonstrate good knowledge (S3)		<i>Please expand boxes if necessary</i>	
Planning and teaching Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)			
Assessment Use assessment productively (S6)			

Fulfil wider professional responsibilities (S8)		
Professionalism Part 2: Maintain high standards of ethics and behaviour		<i>Trainees will be on track with Part 2 unless they have been unprofessional: ie they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school.</i>

Targets: based on your knowledge of the trainee and the progress they have made during this placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

1.

2.

3. (at least one subject-specific where possible)

Number of HALF DAYS absence (excluding agreed absence for interviews)

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor

This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee's next placement. Electronic copies are available if required, from the mentor resource site.

<p>↓ Tick statements to indicate strengths in the lesson.</p> <p>↓ Highlight statements to indicate areas to reflect on.</p> <p>↓ Use these statements as prompts in written feedback in the three sections.</p>	Trainee	Date
	School/College	Number in group
	Mentor/Teacher/Tutor	Year group/ability information
	Lesson Topic	Observation Focus standards or previous targets
<input type="radio"/> Demonstrate good subject knowledge S3 <input type="radio"/> Stimulate and maintain pupils' interest and curiosity in the subject S3 <input type="radio"/> Promote high standards of literacy, numeracy and communication S3	Subject and curriculum knowledge	
<input type="radio"/> Set high expectations <input type="radio"/> Establish a secure learning environment that promotes good pupil progress and behaviour S1 <input type="radio"/> Build on, consolidate and extend pupils' capabilities, prior knowledge and understanding S2 <input type="radio"/> Ensure all learners make progress that is at least good S2 <input type="radio"/> Guide pupils to reflect on their progress and their learning needs S2 <input type="radio"/> Plan lessons using reflection on teaching S4 <input type="radio"/> Use questioning and discussion to promote learning S4 <input type="radio"/> Promote a love of learning and intellectual curiosity S4 <input type="radio"/> Plan well-structured lessons that use time and resources effectively S4 <input type="radio"/> Maintain a good relationship with pupils S7 <input type="radio"/> Manage pupil behaviour effectively and appropriately including low level disruption S7 <input type="radio"/> Have clear rules and routines and high expectations of behaviour S7 <input type="radio"/> Be aware of the needs of all pupils and differentiate appropriately S5 <input type="radio"/> Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5	Planning and teaching Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written).	

<input type="radio"/> Make use of formative assessment to promote pupil progress and learning S6 <input type="radio"/> Use assessment which is appropriate to the subject and curriculum S6 <input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6 <input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6	Use of assessment How are trainees assessing progress during the lesson, techniques used.
Standards Nos Added by mentor or trainee	Progress on previous targets Trainee to complete. 1. 2. 3.
Standards Nos Added by mentor or trainee	Key strengths of this lesson: At least three, at least one subject specific. 1. 2. 3.
Standards Nos Added by mentor or trainee	Targets Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting. 1. 2. 3. <p style="text-align: right;">To the trainee: identify how these targets will improve your lessons</p>

Common format agreed by The University of Manchester and Manchester Metropolitan University
Trainee to copy more observation report sheets if the mentor writes them by hand

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 3: Week 1	
		Date:	
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.			When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Targets for next week (reference Standards where appropriate)			
Actions in support of targets.			
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 3: Week 2	
		Date:	
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.			When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Targets for next week (reference Standards where appropriate)			
Actions in support of targets.			
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (trainee to complete)		<i>Placement 3: Week 3</i>	
		<i>Date:</i>	
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.			When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Targets for next week (reference Standards where appropriate)			Week 3 Review progress matrix for overview of strengths and areas for development.
Actions in support of targets.			
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (trainee to complete)		<i>Placement 3: Week 4</i>	
		<i>Date:</i>	
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion: Lesson plans and resources Subject knowledge Subject pedagogy Class management Use of assessment Pupil progress over time Use of mark book Assignments Safeguarding
Identified strengths.			When relevant: Support for individual pupils including SEN, Disability, EAL, Pupil Premium Joint planning of a lesson Support staff, use of TAs, etc. Trainee CPD / EPS etc Independent Study Packs Use of ICT Use of teacher planner Activities beyond the department Communicating with parents
Targets for next week (reference Standards where appropriate)			
Actions in support of targets.			
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (trainee to complete)			<i>Placement 3: Week 5</i>
			<i>Date:</i>
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion:
			Lesson plans and resources
			Subject knowledge
			Subject pedagogy
			Class management
			Use of assessment
			Pupil progress over time
			Use of mark book
			Assignments
			Safeguarding
Identified strengths.			When relevant:
			Support for individual pupils including SEN, Disability, EAL, Pupil Premium
			Joint planning of a lesson
			Support staff, use of TAs, etc.
			Trainee CPD / EPS etc
			Independent Study Packs
			Use of ICT
			Use of teacher planner
			Activities beyond the department
			Communicating with parents
Targets for next week (reference Standards where appropriate)			
Actions in support of targets.			
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (trainee to complete)			<i>Placement 3: Week 6</i>
			<i>Date:</i>
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>		Tick if discussed
Lesson observations by trainee – focus		Class(es) observed by school mentor	
Progress this week.			Frequent discussion:
			Lesson plans and resources
			Subject knowledge
			Subject pedagogy
			Class management
			Use of assessment
			Pupil progress over time
			Use of mark book
			Assignments
			Safeguarding
Identified strengths.			When relevant:
			Support for individual pupils including SEN, Disability, EAL, Pupil Premium
			Joint planning of a lesson
			Support staff, use of TAs, etc.
			Trainee CPD / EPS etc
			Independent Study Packs
			Use of ICT
			Use of teacher planner
			Activities beyond the department
			Communicating with parents
Signed by Mentor			
Signed by Trainee			

Record of weekly mentor - trainee meeting (<i>trainee to complete</i>)		Placement 3: Week 7
		Date:
Areas for discussion	<i>Trainee please make notes here ahead of the meeting. Mentor to add.</i>	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
		Frequent discussion:
		Lesson plans and resources
		Subject knowledge
		Subject pedagogy
		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
Identified strengths.		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
Targets for next week (reference Standards where appropriate)		Support staff, use of TAs, etc.
		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
Actions in support of targets.		Activities beyond the department
		Communicating with parents
		Week 7
		Review progress matrix for overview of strengths and areas for development.
Signed by Mentor		
Signed by Trainee		

Placement 3 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: In Placement 3, trainees should again make notes to indicate how they are meeting the standard overall. These notes may be relatively brief, but sufficient to inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the NQT year.

Extending and enhancing your practice: In addition, for many trainees, Placement 3 presents an opportunity to identify and develop one or more distinctive approaches to teaching and learning, of direct benefit to young people and to the trainee's continuing development. Trainees should summarise evidence of these developments on the final pages of the Progress Matrix (which can be continued) and refer to evidence and Standards as appropriate. Evidence may include, for example:

- An evaluated scheme of work with one class, with resources including assessment materials, showing how lessons have been progressively adapted to the particular class.
- A collection of lesson plans and resources which demonstrate the development of a distinctive approach to working with particular groups of young people, such as in disadvantaged areas, building on critical ideas about relevant, effective teaching and learning in the subject.
- Examples of a sustained approach to feedback, demonstrated in pupils' books.
- Application of the process and/or results of your Pupil Voice assignment to subsequent teaching and learning or other work in school.

The complete Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.
- **assessment (S6);** a particular focus on this central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Subject and curriculum knowledge

Prompts	Meeting standards	S3: Demonstrate good subject and curriculum knowledge
<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Good level of subject and curriculum knowledge.</p> <p>Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings.</p> <p>Demonstrates good awareness of developments and changes in subject and curriculum areas.</p> <p>Promotes scholarship and further study to all pupils within subject and curriculum areas.</p> <p>Demonstrates an understanding of strategies for promoting high standards for literacy, articulation and the correct use of standard English and is able to use a range of strategies to put these into practice.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S4: Plan and teach well-structured Lessons
<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p> <p>b) Promote a love of learning and children’s intellectual curiosity.</p> <p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p>Knowledge is imparted through good lessons where pace is maintained and shows effective use of time.</p> <p>Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.</p> <p>Willing to take risks to capture interest and make learning interesting.</p> <p>Pupils can generally see the relevance of their learning and this often stimulates their intellectual curiosity.</p> <p>Plans homework which consolidates and reinforces knowledge and understanding.</p> <p>Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.</p> <p>Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.</p> <p>Shows willingness to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils. Collaborates with colleagues and has made contributions to curricular developments.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S1: Set high expectations which inspire, motivate and challenge pupils
<p>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Able to adopt and adapt a range of effective approaches to establish a safe and stimulating environment to sustain pupils' interest in learning.</p> <p>Mutual respect allows for a range of approaches to learning and classroom organization.</p> <p>Able to utilise a range of effective strategies to maintain a purposeful and safe learning environment.</p> <p>Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S2: Promote good progress and outcomes by pupils
<p>a) Be accountable for pupils' attainment, progress and outcomes.</p> <p>b) Plan teaching to build on pupils' capabilities and prior knowledge.</p> <p>c) Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons. Follows school policy and practice.</p> <p>Well informed about the pupils' capabilities and prior learning, drawing on focused assessment.</p> <p>Plans are carefully annotated to support progression.</p> <p>Has developed a sound understanding of the pupils' progress and their emerging needs.</p> <p>Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p> <p>Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Able to use targeted interventions to facilitate learning for all groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p> <p>Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils' responses.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S7: Manage behaviour effectively to ensure a good and safe learning environment
<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>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> <p>c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</p> <p>d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary</p>	<p>Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school’s behaviour policy.</p> <p>Consistently reinforces good and courteous behaviour in the classroom and around the school. Maintains high expectations of pupils’ behaviour.</p> <p>Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards</p> <p>Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media.</p> <p>Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs.</p> <p>Understands how to challenge and motivate pupils where attainment is low. Makes timely and effective interventions to maintain good behaviour. Matters relating to pupil behaviour are addressed promptly thus boosting their learning.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

Prompts	Meeting standards	S5: Adapt teaching to respond to the strengths and needs of all pupils
<p>a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>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</p> <p>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.</p>	<p>Lessons show good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning.</p> <p>Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn and can adapt teaching to help overcome these.</p> <p>Has a good level of understanding of the challenges and opportunities of teaching in a diverse society.</p> <p>Demonstrates a good awareness of how physical, social and intellectual development can influence pupils' educational outcomes.</p> <p>Demonstrates a good understanding of the diverse needs of most learners.</p> <p>Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Assessment

Prompts	Meeting standards	S6: Make accurate and productive use of assessment
<p>a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) Make use of formative and summative assessment to secure pupils' progress</p> <p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>Uses well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.</p> <p>Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments.</p> <p>Makes effective frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.</p> <p>Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time.</p> <p>Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.</p> <p>Assesses pupils' progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve.</p> <p>Uses a range of methods to give pupils regular and constructive feedback. Pupils are encouraged and given time to respond to constructive feedback.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Wider professional responsibilities

Prompts	Meeting standards	S8: Fulfil Wider Professional Responsibilities
<p>a) Make a positive contribution to the wider life and ethos of the school</p> <p>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) Deploy support staff effectively</p> <p>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p>Is proactive about making a positive contribution to the life and ethos of the school.</p> <p>Has a sound understanding of teachers' legal responsibilities.</p> <p>Consults with the different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.</p> <p>Able to deploy support staff effectively to facilitate pupil learning for all groups</p> <p>Evidence of collaborative work with support staff to facilitate pupils' learning.</p> <p>Takes responsibility for their own learning and professional development.</p> <p>Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.</p> <p>Communicates well with parents and carers about learners' achievements and well-being</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Personal and Professional Conduct

PART TWO: Personal and Professional conduct:	
Prompts	Tick those areas where you have met the expectations of your personal and professional conduct:
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach <ul style="list-style-type: none"> • Teachers must maintain high standards of punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> • maintaining professional confidentiality • punctual and prepared for lessons • following procedures for reporting your own absence or lateness, and making suggestions for cover work for your classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of your own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of your teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders etc. • aware of your statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes you teach, and know what to do about this • putting the well-being, development and progress of children and young people first • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working

Extending your practice as a teacher

<p>Summarise here how you have extended your practice, for example by identifying and developing one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development as a teacher. Examples are suggested on the first page of this Progress Matrix. Please refer to evidence in your RoAD and School File where appropriate, but also extend this document by scanning relevant pages into this Progress Matrix before submitting on Blackboard.</p>	<p>Link to Standards if appropriate</p>

PGCE Secondary Progress Report – Placement 3

Trainee:		Mentor completing report:	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3	KS4	16+	
Please indicate whether the trainee is on track with each group of standards, overall:	y/n	Please summarise the progress the trainee has made over the placement in this area.	
Subject and curriculum knowledge Demonstrate good knowledge (S3)		<i>Please expand boxes if necessary</i>	
Planning and teaching Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)			
Assessment Use assessment productively (S6)			

Fulfil wider professional responsibilities (S8)		
Professionalism Part 2: Maintain high standards of ethics and behaviour		<i>Trainees will be on track with Part 2 unless they have been unprofessional: ie they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school.</i>

Extending practice (where applicable)

Targets: based on your knowledge of the trainee and the progress they have made during this placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

1.

2.

3. (at least one subject-specific where possible)

Number of HALF DAYS absence (excluding agreed absence for interviews)

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor

Placement Induction Evaluation

The purpose of this form is to help you to reflect upon the **early stages** of each placement and to help you, your subject mentor and your tutor to plan for your school based training. Please photograph it and email it to your tutor after the induction period / bring in to university as advised.

Trainee	Subject		
	P1	P2	P3
School			
Subject Mentor			
Three positive features of your induction:			
Any concerns:			
<i>Three distinctive contextual features of this placement – eg. social class, SEN, attainment, size and type of school.</i>			

Please indicate which of the following have been addressed, either by subject mentors, professional mentors or class teachers as part of your induction. 1= completed, organised, clear 4 = not yet

	P1	P2	P3
1. Welcome and introduction to school (e.g. tour, staff roles)	1 2 3 4	1 2 3 4	1 2 3 4
2. Discussed school policy and practice in key areas including (for example) rewards and sanctions/behaviour management	1 2 3 4	1 2 3 4	1 2 3 4
3. Discussed school policy and practice in safeguarding including bullying / online	1 2 3 4	1 2 3 4	1 2 3 4
4. Time fixed for a one-hour weekly meeting with your subject mentor	1 2 3 4	1 2 3 4	1 2 3 4
5. Provided a timetable of teaching and teaching-related activities	1 2 3 4	1 2 3 4	1 2 3 4
6. Provided class lists / photos to enable you to learn pupils'/students' names (take care with such data)	1 2 3 4	1 2 3 4	1 2 3 4
7. Provided textbooks and/or other learning resources for classes that you will be teaching	1 2 3 4	1 2 3 4	1 2 3 4
8. Introduction to departmental/school assessment policies and mark schemes	1 2 3 4	1 2 3 4	1 2 3 4
9. Planned observation of the classes you will be working with	1 2 3 4	1 2 3 4	1 2 3 4
10. Provided pupil data, on progress, and identifying particular learning needs, e.g. specific learning difficulties, EAL, talented and gifted.	1 2 3 4	1 2 3 4	1 2 3 4
11. Planned for access to reprographics, IT facilities and other services	1 2 3 4	1 2 3 4	1 2 3 4
12. Introduction to health and safety matters as appropriate to your specialist subject	1 2 3 4	1 2 3 4	1 2 3 4

Trainee 'Yellow' Questionnaire / Checklist

Placement 1

Trainee's Views

To be completed towards the end of the school placement, copied for tutors, passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school topics/areas – trainee's views		Very Good	Good	Partial	None Yet
1	Welcome and induction into whole school organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provision of support for Professional Studies Programme as recommended for this term in handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Access to ICT facilities in the school for your own personal use and accessing school data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Planned opportunities and encouragement to participate in wider activities, eg form teacher, contact with parents, extra curricular activities, school INSET etc. PHSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provided with information on the roles and importance of a range of adults supporting pupils eg SMT, TAs, safeguarding, SENCO etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific support and training – trainee's views					
1	Departmental induction ; provision of subject handbook, documentation, policies, schemes of work etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Advice and support on lesson planning , content, differentiation, variety, learning styles etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Help with developing appropriate subject knowledge : National Curriculum, KS3, KS4, Post-16, SEN/EAL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Advice and support on planning , teaching, rewards and sanctions, behaviour and class management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advice and support on marking and assessment , feedback and target setting, purposes and issues, to raise pupils' standards and influence future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Weekly formal written feedback on lessons is appropriate and helpful. Frequent informal oral feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Weekly hour-long mentoring sessions to review progress, discuss issues, set targets, are taking place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Advice, support for and monitoring of the RoAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Advice, support and opportunities to use ICT with teaching groups including computer suites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Timetable which provides opportunities to observe or work with a range of other colleagues with a variety of roles as SENCO TAs, EAL – where relevant and possible .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>pto for comments, suggestions, targets</i>					

Any reflections or self evaluation by trainee on areas for extra support needed in last few weeks?

To Professional Mentor – Trainee’s requests:

1

2

3

To Subject Mentor – Trainee’s requests:

1

2

3

4

Please keep a copy but pass this back to Professional Mentor for perusal (and follow up where necessary)

Trainee 'Yellow' Questionnaire / Checklist
Placement 2
Trainee's Views

To be completed towards the end of the school placement, copied for tutors, passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school topics/areas – trainee's views		Very Good	Good	Partial	None Yet
1	Welcome and induction into whole school organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provision of support for Professional Studies Programme as recommended for this term in handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Access to ICT facilities in the school for your own personal use and accessing school data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Planned opportunities and encouragement to participate in wider activities, e.g. form teacher, contact with parents, extra curricular activities, school INSET etc. PHSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provided with information on the roles and importance of a range of adults supporting pupils e.g. SMT, TAs, safeguarding, SENCO etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific support and training – trainee's views					
1	Departmental induction ; provision of subject handbook, documentation, policies, schemes of work etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Advice and support on lesson planning , content, differentiation, variety, learning styles etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Help with developing appropriate subject knowledge : National Curriculum, KS3, KS4, Post-16, SEN/EAL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5	Advice and support on marking and assessment , feedback and target setting, purposes and issues, to raise pupils' standards and influence future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Weekly formal written feedback on lessons is appropriate and helpful. Frequent informal oral feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Weekly hour-long mentoring sessions to review progress, discuss issues, set targets, are taking place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Advice, support for and monitoring of the RoAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>pto for comments, suggestions, targets</i>					

Any reflections or self evaluation by trainee on areas for extra support needed in last few weeks?

To Professional Mentor – Trainee’s requests:

1

2

3

To Subject Mentor – Trainee’s requests:

1

2

3

4

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Trainee 'Yellow' Questionnaire / Checklist
Placement 3
Trainee's Views

To be completed towards the end of the school placement, copied for tutors, passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school topics/areas – trainee's views		Very Good	Good	Partial	None Yet
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4	Advice and support on planning , teaching, rewards and sanctions, behaviour and class management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advice and support on marking and assessment , feedback and target setting, purposes and issues, to raise pupils' standards and influence future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>pto for comments, suggestions, targets</i>					

Any reflections or self evaluation by trainee on areas for extra support needed in last few weeks?

To Professional Mentor – Trainee’s requests:

1

2

3

To Subject Mentor – Trainee’s requests:

1

2

3

4

Please keep a copy but pass this back to Professional Mentor for perusal (and follow up where necessary)

Trainee attendance record

Record your attendance at the end of each week in the appropriate column.

week beginnin	M	T	W	Th	F	school	uni
26/08/2019	Bank Hol.	Directed study/SKE		Registration. Poss SD			
02/09/2019	Directed stud	Primary School Placement (PSP) /SD					
09/09/2019	Uni	Uni	Uni - EPS	Uni	Uni		
16/09/2019	Uni	Uni	Uni - EPS	Uni	Uni		
23/09/2019	P1 induction			Uni - EPS	Uni		
30/09/2019	Continuing induction (Core)			Uni	Uni		
07/10/2019	Preliminary teaching (Core)			Uni	Uni		
14/10/2019							
21/10/2019	Half term in most schools and colleges: directed study						
28/10/2019					Uni		
04/11/2019							
11/11/2019							
18/11/2019					Uni-EPS am		
25/11/2019							
02/12/2019							
09/12/2019		end P1	Uni	Uni	J - EPS 11-12		
16/12/2019	SD / PSP (continued - 7 days in total required)						
23/12/2019							
30/12/2019							
06/01/2020	Uni	Uni	EPS	Uni	Uni		
13/01/2020	P2 induction		Uni	Uni	Incl.Conf.		
20/01/2020							
27/01/2020					Uni		
03/02/2020							
10/02/2020							
17/02/2020	Half term in most schools and colleges: directed study						
24/02/2020					Uni		
02/03/2020							
09/03/2020					end P2		
16/03/2020	Uni	Uni	Uni-EPS am	Uni	Uni		
23/03/2020	P3 starts						
30/03/2020							
06/04/2020	Holiday in many schools and colleges						
13/04/2020	including 5 days directed study some schools 1 week earlier						
20/04/2020							
27/04/2020					Uni		
04/05/2020					Bank Hol.		
11/05/2020							
18/05/2020					end P3		
25/05/2020	Bank Hol. Half term including 2 days directed study						
01/06/2020	Uni	Uni	Uni	Uni	Uni-EPS am		
08/06/2020	Transition placement				Uni		
15/06/2020	PSP if necessary						
Total number of days in school and university							