

PGCE Secondary Progress Report – Placement 1

Trainee: Narinder Mann		Mentor completing report: Mrs P. Rogress	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3	KS4		16+
Year 7 – Maps skills Year 8 – Population dynamics Year 9 – Coastal features	Yr 10 – (AQA) Challenge Natural Hazards Yr 11 – (AQA) Issue Evaluation		Yr 12 – observed A'level Geography in Dry and Arid Landscapes and completed fieldwork investigation to Blencathra
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)	y		
Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)	y	<p><i>Narinder has really developed in this area. Now having taught all key stages in geography and gcse. Narinder has set clear objectives, planned and resourced lesson in line with the departments planning expectations. During weekly mentor meetings Narinder is able to share planning and state clearly his subject areas of strength and areas for development. During lessons he is able to advise and teach correct geography in order to not create misunderstandings.</i></p> <p><i>During lessons he promotes good progress by setting objectives which he then assesses regularly. He is able to challenge pupils to make more progress by the use of good questioning and by reviewing the end of unit tests. All pupils are now being challenging using a variety of differentiation such as questioning, tasks or outcomes, this is good but still needs further development. He is quick to respond to pupil needs by offering support, altering his practice, by communicating with parents. He also provides work for pupils who have missed lessons and sets appropriate levels of homework for pupils.</i></p> <p><i>Narinder is able to manage poor behaviour, he does namely by reward and sanction, using countdowns, behaviour points and positive praise, this still needs development. He is able to use seating plans to manage pupil learning effectively, but still doesn't know all pupils names. He is exceptionally good at calling home to follow up on poor behaviour and to report excellent achievement. He has been excellent at supporting extracurricular work such a fieldwork and trips, this has helped with behaviour management with certain pupils.</i></p>	
Assessment Use assessment productively (S6)	y	<p><i>There is no doubt that Narinder has made progress in this area, although there is still work to do, particularly with regards to formative assessment. He is making a concerted effort to ask plenty of questions in</i></p>	

		<p><i>his lessons, but too often these are closed and recall based – I sense that at times Narinder is afraid of students not being able to answer his questions correctly. He needs to continue experimenting with scaffolds for questioning. In recent weeks we have been working on Bloom's taxonomy and Socratic questioning, with some good results. Narinder understands that good geography teaching is often characterised by lively discussion and dialogue where pupils are expected to demonstrate their existing knowledge or new knowledge they have learnt.</i></p> <p><i>Narinder's marking is also an area that needs developing together with time management. Often or not Narinder has to be reminded of marking deadlines. His marking is often characterised by tick and flick rather than the geography being learnt. More summative comments are needed but all in a way that manages workload and wellbeing of Narinder.</i></p>
Fulfil wider professional responsibilities (S8)	y	<p><i>Narinder has immersed himself in the life of the department and the school wonderfully! He has never balked at opportunities to support his colleagues and has made a great impression during Placement 1. Narinder has supported after school enrichment activities, such as table tennis club and the year 8 girls' football team. Narinder has also made himself available for year 11 revision sessions, using his specialism in volcanos to support students. He has also attended two Parents' Evenings, observing teachers feeding back to parents and has picked up valuable experience by shadowing a year 7 form tutor three days per week.</i></p>
Professionalism Part 2: Maintain high standards of ethics and behaviour	y	<p><i>There have been no concerns here. Narinder has conducted himself in a professional manner throughout the placement, treating students with respect and dignity, and upholding the school's ethos throughout his time here.</i></p>

<p>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.</p>
<p>1. Continue to work on strategies for lower ability students, particularly when working on outcomes and resources. Devise strategies that allow all pupils to get the higher marks with scaffold and modelling.</p>
<p>2. Questioning: strive to capture 'whole class' response through use of voting activities and continue to experiment with some of the scaffolds we have used in recent weeks. Focus on higher order questions and, where possible, plan these out prior to lessons</p>
<p>3. Teaching GCSE Geography – As you will be teaching more of this on placement 2, consider looking at the recent AQA examiner's report and try to get a better idea, by working with colleagues, of how to train students to answer the different question types. There are some good ideas online to – investigate Facebook, both of which has a number of groups for AQA, Edexcel and OCR GCSE Geography</p>

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

2

Signed

Mentor: Mrs P. Rogress

Trainee: Narinder Mann

Mentor email address

Comment by Professional Mentor

Narinder has made a great start to his PGCE year and has been a welcome addition to the team. I have been impressed by his energy and resilience! My recent lesson observation of Narinder revealed that he has a good rapport with the students, and they were clearly very positive about his teaching. His Geography lessons are planned, well-resourced but are somewhat still dependent on department plans. He knows what good planning looks like and all course administration is completed on time. Clearly, he still has a couple of things to develop [assessment and questioning are targets for placement 2], but at this stage of the programme I would judge his progress to be very good. I would also recommend that he now uses his initiative more.

Narinder's conduct has been professional throughout and we look forward to welcoming him back for Placement 3.

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.

