


PGCE Secondary Progress Report – Placement 1

Trainee: ANON		Mentor completing report: ANON	
School/College: Partnership School			
Classes and Subjects/Topics Taught			
KS3	KS4 (GCSE)		
<u>7E</u> - Chemical/Physical Change and Test on Gases <u>7M</u> - Movement of Substances, Unicellular Organisms, Revision on Cells <u>7G</u> - Forces at a Distance, Balanced and Unbalanced Forces, Speed, Distance-Time Graphs. Revision on Forces <u>8E</u> - Writing Formulas, Elements, Compounds and Mixtures ; Composition, Revision on Periodic Table <u>8M</u> - Periodic Table (Groups and Periods), Group 7 Halogens, Group 0/8 Noble Gases, Writing Formulas, Elements, Compounds and Mixtures ; Composition	<u>9Ch12</u> - Revision on Atomic Structure, Ionic Bonding and Writing Formula, Electronic Structure, Periodic Table, Group 1 Alkali Metals, Group 7 Halogens, Group 8/0 Noble Gases		
Please indicate whether the trainee is on track with each group of standards, overall:	✓/✗	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> ANON has shown a good level of understanding of the different subjects that he has taught so far. He is reading the relevant schemes of work in advance and asking questions when he is unsure of something. ANON is covering other aspects of the curriculum by including mathematical calculations and literacy aspects to his lessons. There are occasional times when ANON needs to be clear about his choice of scientific language to ensure that he does not introduce misconceptions (e.g. stating mixtures have physical bonds). Practicals have been carried out with support from class teachers before lessons. It is important to ensure that you totally understand the procedures before allowing pupils to take part.	
Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)	✓	ANON plans his lessons well and is now starting to include hinge points in his lessons dependent on whether the class have progressed as expected or not. Lesson objectives are sometimes shared with the class and we have discussed how it is important to share these with classes but not to use All/Most/Some as this introduces perceived limits to progress.	

		<p>He is getting better at timekeeping through the use of timers on his slides. He should ensure that he does not rigidly stick to these timers if pupils require more or less time to complete an activity.</p> <p>ANON has high expectations of the classes that he teaches. He plans with a high level of challenge in his lessons and is also capable of providing support for those that need it. There is a good calm atmosphere in lessons and ANON has a good relationship with the classes that he teaches.</p> <p>ANON's questioning has improved over this placement. He is now introducing more open questions within lessons and trying to get higher order explanations from the pupils. We have discussed the need to be clearer with his questioning or the information leading to a question so that the pupils are more aware of what is required.</p> <p>Poor behaviour is rare and ANON deals with it in a calm and professional manner. Low-level chatter can sometimes be an issue and is something that he is working on. He should continue to develop methods of ensuring that any consequences are clear to the pupils within lessons.</p> <p>He has set homeworks as per the policy with follow-up marking and some feedback to the pupils. ANON should try to be more consistent with this feedback and give some indication of approximate grade. This may require discussions with the class teacher.</p>
Assessment Use assessment productively (S6)	✓	<p>ANON is making good use of resources to assess pupils' initial understanding e.g. setting pre-lesson quizzes on google classroom that then feed into his lesson. He is also beginning to make better assessments of the pupils within lessons through questioning and mini-plenaries. He should work on developing methods of assessing more than 1 or 2 pupils at once.</p>
Fulfil wider professional responsibilities (S8)	✓	<p>ANON has taken part in a parents' evening with one of his lower year classes. He has also taken part in form time activities. ANON has also given up some of his time to work with pupils at lunchtime when they are struggling.</p> <p>ANON is taking part in the whole-school rewards procedure. He issues house-points for good work and has sent postcards home when deserved. This is helping to develop relationships beyond being just a teacher.</p>

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>
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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. Continue to work on clarity of instructions to the class. This may require writing specific questions/statements into lesson plans to ensure that these are conveyed to the pupils in a clear and consistent manner. Perhaps record yourself giving 'normal' instructions then record yourself giving 'prepared' instructions. This should give you an indication of why students sometimes find it difficult to pick out what they are doing.
2. Continue to develop the pace in your lessons. Put yourself in the place of a student completing something for the first time and how simple tasks might actually be a number of steps that they need to work through. Remember that a lesson plan does not have to be rigid and you will often need to adapt it if your class are slower to progress or understand something quicker than expected. Greater use of assessments within the lesson will allow you to make a more informed decision to move on with the plan.
3. Ensure that you carry out all practical activities before using them in class. Speak to the class teacher to develop a clear understanding of how the practical works, where it may go wrong in the hands of students and how you can question whilst showing them how to perform the task.

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

0

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor: Throughout his placement ANON has behaved in a thoroughly professional manner. He takes responsibility for his own professional development and is keen to become the best teacher he can be. ANON is always reflective and seeks advice and support where he feels he needs this. ANON always acts on advice given to him. ANON has made the most of the opportunities available to him here and has been involved in; form periods, a parents evening, extra curricular activities and in providing academic support outside lessons

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.

