

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> <p>MFL PEDAGOGY:</p> <ul style="list-style-type: none"> ● Took part in a webinar with Vincent Everett: Creativity in Language Learning. <ul style="list-style-type: none"> ○ Added the resources mentioned to my resource folder ○ Summarised the webinar into a mini presentation for my 'spotlight' at weekly tutor meeting. ● Looked at blog post about strategies for how to use the TL more in lessons and made a list to summarise all the advice on using the TL. ● Completed GCSE Spanish Reading paper and marked according to the mark scheme. ● Listened to GCSE speaking exemplars and looked at writing exemplars on Pearson ● Discussed French books on the A level specification in weekly zoom tutor meeting e.g. Candide by Voltaire <p>My main focus for developing my subject knowledge has been gaining a better understanding of the GCSE specification and assessment in terms of the topics which need to be covered, how I might teach these topics, as well as how exactly students are assessed across all four skills so that I can adapt my teaching and the resources I use in order to be able to share this with my students and give them the best possible chance to succeed.</p> <p>LANGUAGE PRACTICE:</p> <ul style="list-style-type: none"> ● Engaging in a conversation through Facetime in French with fellow trainee Katie Seager on a weekly basis for roughly 20 minutes. ● Engaging in a conversation through Facetime in Spanish with fellow trainee Katie Seager on a weekly basis for roughly 20 minutes. ● Found a pen pal! – I have been writing letters in French to my Aunt who is a retired MFL teacher ● Watched the film 'Como Agua Para Chocolate' (one of the books and films on the Spanish A Level Specification) and the film guide to go along with it. ● Read the book 'el mundo amarillo' by Albert Espinosa ● Watched TV series 'La Casa de Papel' on Netflix. ● Watched the films 'Amelie' and 'La Haine' – both films on the A level specification <p>I have tried to maintain and develop my language through frequently engaging in conversation through various formats. In doing so, I have seen the value of having a 'pen pal' or a 'conversation partner' in order to keep up your language and this is something that I would like to incorporate into my teaching when I begin my NQT year in order to ensure students can be independent learners.</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.</p> <p>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> <p>LESSON PLANNING:</p> <ul style="list-style-type: none"> I have helped out with curriculum planning for my Placement 3 School wherein I have planned a series of 8 lessons on the topic of school for Year 7 Spanish. Further to this I then translated these lessons into French, for Year 7 French, whilst changing some of the activities. Planning a series of lessons in both French and Spanish enabled me to strategically include a variety of skills and activities, avoiding any repetition and to think about the bigger picture in terms of objectives. I have also prepared a variety of lessons as part of a job interview across a variety of year groups and topics, e.g. 'la vida sana' for year 10 or 'las vacaciones' for year 9. <p>RESOURCES:</p> <ul style="list-style-type: none"> I have used a lot of my time in placement 3 gathering as many new resources as I can to help me in my NQT year and further. I have searched on Facebook groups such as 'Secondary MFL matters', on twitter through the hashtag 'MFL twitterati' and from various blogs such as 'Frenchteacher.net'. Similarly, I have made use of the free resources which companies have been offering during these times such as 'teachit languages' or 'pearson'. When I find a resource that I like or think I could adapt, I save it to my resource folder and organise them into topics and year groups. Using these activities off the internet, those I have created thus far, those I have seen in school and those I have heard about at university, I have made a big list of activities which I have categorised into the 4 skills (reading, writing, listening and speaking). For some of the activities, I have created templates so that it is easy to adapt them when planning in my NQT year. I also took part in a resource swap and share workshop on zoom with my fellow trainees which provided me with more ideas. I hope that having this wide variety of activities to pick from will encourage me to take risks with my lessons and promote a love of learning and curiosity in my classroom. <p>PLANNING TASKS:</p> <ul style="list-style-type: none"> I have undertaken various planning tasks during placement 3 which have enabled me to develop an understanding of effective use of lesson time and prepare for similar tasks in my NQT year. For example, I have created an enrichment programme for KS5 level which looked at enabling students to help students delve deeper into the language and culture of their MFL. The goal of this enrichment task was to motivate, challenge and interest students which meant I had to carefully think out and plan activities which would do just this. In addition, I have planned a mini scheme of work for KS5 French which enabled me to think about sequencing and progression across the skills. Similarly, I have planned and produced a scheme of work for a KS3 beginners' class with the accompanying resources and lesson plans for 4 lessons. This activity supported my preparation for my NQT year and enabled me to plan

		<p>both in the medium term (SoW) and short term (lesson plans). Finally, as part of preparation for a job interview, I have also prepared a sequence of lessons for a Year 7 Spanish class on the topic of School.</p>
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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> <ul style="list-style-type: none"> ● I watched a video clip from Teachers' TV about raising expectations and made notes about the key strategies used (https://www.tes.com/en-nz/teaching-resource/teachers-tv-raise-your-expectations-6084534). This clip allowed me to see how the goals we set for students and the level we believe them to be capable of really influences how well they perform. If we set high expectations for our students, like in the video, then they will achieve highly. In my creating of an enrichment programme for KS5, I was able to think about what kind of activities would inspire, motivate and challenge students to learn languages and provide them with a deeper understanding of the language and culture. ● Through my creating of resources for my placement three school and for interviews, I have tried to create activities which would challenge the students, particularly those who were higher attainers. For example, in each of my activities I am consistently thinking about what additional task I could set that could push those students a bit further but enthuse the pupils at the same time. An example of how I have challenged, and enthused students is in the KS5 grammar micro teaching task where I used a song with complex and colloquial language and made the lyrics into a gap fill with the extra challenge of highlight the verbs in the conditional tense. ● I participated in the behaviour session with Karen Roberts which allowed me to see the value in having a positive attitude within the classroom and setting high expectations in terms of the behaviour of your students.

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> <ul style="list-style-type: none"> ● Through my weekly speaking sessions with Katie Seager, with the goal of improving her Spanish, I have worked on my ability to develop an understanding for students' progress and their emerging needs. I have been able to identify areas in which Katie needs to improve on and have planned what we will talk about in accordance with this. After our speaking sessions I often provide Katie with some feedback on how her Spanish is improving which enables her to recognise what she needs to do next. ● In order to enhance my ability to provide feedback, particularly within an exam setting, I have used the speaking exemplars on the exam boards' websites and, before looking at the examiner notes, I listen and make a note of some feedback I would offer this student if it was a real scenario. Not only has this helped me in feeling more confident about the being an examiner in GCSE speaking exams, but it has given me an insight into the level of other students, particularly those who obtain the highest marks, which I can use as measure for my own students in my NQT year, as well as what is expected of students by the exam board. ● I have been building up a list full of useful websites/ books/ films/ TV programmes which my Spanish GCSE students will be able to use in order to do work outside of the classroom which will help them take responsibility for their own learning. ● In carrying out various planning tasks, such as creating schemes of work for Year 12 or for Year 7, I have been able to practice using my planning to build on prior knowledge and students' capabilities. ● I have researched and made a list of ideas to help me deal with barriers to learning for all learning such as EAL students and disadvantaged students. I hope to be able to use some of these ideas in my NQT school, wherein there is a particularly high percentage of EAL students, in order to break down any potential barriers that exist between them and language learning. For example, sitting students with 'positive language models' in order to aid their understanding. ● I have read the Ofsted report <i>Key Stage 3: the wasted years</i> and made a note of particular ideas which I think particularly resonate with my teaching experience to date. (https://www.gov.uk/government/publications/key-stage-3-the-wasted-years)

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> <ul style="list-style-type: none"> ● In order to improve on my behaviour management, a target which was set for me in placement two, I have made a list of the classroom routines and rules which I have used this far, as well as the ones I have observed from other teachers, and I have picked out which ones I thought were effective and would like to use in the future. Once this was complete, I added some other classroom routines and rules which I found online, and thought could be quite effective. ● I participated in Karen Robert’s session on behaviour management wherein we explored scenarios of poor behaviour management and what we could do to turn that around and make it more positive. This enabled me to think about any methods which I employed myself and how I could make them more positive and effective in managing a class. In advance of this session, I wrote a reflection on a class which I found particularly challenging, using my feedback and lesson plans/evaluations in order to chart the progress which I made over the course of the term with regard to behaviour management. This enabled me to see where perhaps I went wrong and how I could avoid this and any repetition of particular behaviours in the future. ● I have read the book ‘Getting the Buggers to Behave’ by Sue Cowley and particularly focused on the chapter ‘rewards and sanctions’, as my target from placement two focused on my use of positive rewards to manage behaviour. From this chapter, I was able to make a note of reward strategies and incentives which she considers to be effective and I plan to employ as many of these as I can in my NQT year. I researched positive rewards and incentives and was able to add to this list and I hope that this will allow me to strike the balance between disciplining bad behaviour and praising good behaviour. ● I also found fellow trainee Emma Parr’s spotlight session on Rob Plevin’s book ‘Take control of the noisy class’ to be useful in helping me ascertain the types of approaches to be taken in order to best manage behaviour and I found some useful tips in the notes she provided. ● I have also watched two video clips on Teachers TV, ‘Teaching with Bayley’ and wrote down some takeaways, things that I picked up on the teachers doing which I have also done myself and why this is not effective. For example, giving students who are demonstrating challenging behaviour instead of focusing of praising the students demonstrating good behaviour. (https://www.youtube.com/watch?v=pXhtwDK4oHw and https://www.youtube.com/watch?v=J30zJG4wK18)

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> <ul style="list-style-type: none"> ● I have engaged in weekly speaking practice with Katie Seager to improve her Spanish. As she is at a beginner's level in Spanish I have had to think about the type of language I am using and adapt it in order to make it more accessible and suited to her ability. ● Read the GCSE writing paper exemplars and mark schemes on the Pearson website to gain an understanding of what the most able need to do to achieve the top grades ● When preparing reading resources for KS4 mixed-attaining classes on a weekly basis, I regularly included additional challenge questions to challenge higher-attaining pupils (something which was a key target arising from placement 2). ● In order to better understand the individual differences between students and what I can do as a teacher to overcome these barriers, I used the site on TES called 'Teaching pupils with autism' which provides links to various teaching guides, workbooks, short videos, all of which allow you to explore the reality of life for pupils with autism before adapting your classroom to cater for the needs of all learners. This link also provides you with access to resources for pupils which aim to help prepare students for new experiences and demonstrate how autism isn't a barrier with these stimulating activities. The resources consist of things from planning templates to lessons on conversational skills, with something to engage every student. (https://www.tes.com/teaching-resources/blog/supporting-pupils-autism) ● In the task set for me for my job interview, I was provided with the pupil data for a class and I had to plan a lesson using this pupil data, ensuring that I was meeting the different needs of all learners. The pupil data showed that 70% of the class were EAL and pupil premium, whilst several were SEND. I researched ways on ensuring the lesson I created was taking into account the needs of all of these students and I reflected on what I had done in the past which had been effective/ which I had received positive feedback on and tried to incorporate this into my lesson planning. ● I participated in the 'Cultural Capital' session delivered by Claire Forbes and Louise Dawes in which we examined GCSE papers and how they might present barriers to children from lower socio-economic backgrounds and then we planned and created activities which could help students to overcome these barriers.

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> <ul style="list-style-type: none"> ● Having carried out a 3000-word assignment on the topic of assessment during placement three, I was able to really delve into its value and its place within the education system. For this assignment, I did lots of background reading from the likes of Jones, Wiliam, Black and Clarke and explored what these, and other, academics had to say about assessment. I was able to explore the difference between summative and formative assessment and its place within the MFL classroom, as well as reflect on teachers I had observed and my own personal use of assessment strategies and how effective they were. I read a lot about assessment for learning strategies and what policy says in regard to this. ● I have gone onto various awarding body websites such as AQA, Edexcel, WJEC for French and Spanish and I have familiarised myself with the mark schemes and grade boundaries for GCSE to assess speaking, listening, reading and writing both Foundation and Higher from each skill. Also, on these exam board websites, I have been able to access GCSE speaking exemplars for French and Spanish. I have listened to these and marked them according to their mark scheme then compared my marking and feedback against that of the examiner in the 'examiner report'. ● When planning various lessons for my placement 3 school, for job interviews and in planning tasks such as the schemes of work, I have actively tried to think about the opportunities I am creating to allow for assessment for learning within lessons. I have also, in my search for new resources, tried to gather as many ideas for plenaries as possible so that I can continually assess the progress of my students work but in innovative and fun ways. ● In Karen's Roberts session on 'communicating effectively with parents and carers', we explored school reports and even attempted writing a school report of our own which I found very useful. We looked at what a good report may look like and how effective they can be in students' learning. ● I have also completed and marked various past papers across exam boards for French and Spanish.

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> <ul style="list-style-type: none"> ● During placement three, I have had many opportunities to work on a variety of tasks with fellow trainees which has allowed me to develop my skills in working effectively alongside colleagues and knowing how and when to draw on their advice. For example, fellow trainee Katie Seager and myself both watched a webinar and then organised a chat after the webinar to reflect on what we had thought. We then worked together in creating a PowerPoint on what we had learnt from the webinar and delivered this to our other fellow trainees in our weekly tutor meeting. I have also worked on micro teaching tasks with fellow trainees which has been peer assessed by other trainees; this has enabled me to develop my ability to respond to advice and feedback from colleagues. ● I have participated in Joanne Taberner's session on 'Trips and Visits' wherein we explored the duty of care and responsibilities we have outside of school when carrying out school trips and how these can make a positive contribution to life outside of school. ● I have participated in Karen Robert's session on 'communicating effectively with parents and carers' wherein we explored parents' evenings and how valuable they are. We looked at the different ways in which parents' evening may be carried out and we actually carried out a role play parent evening with a range of different scenarios – this enabled me to hone my skills of communicating effectively with parents with regard to pupils' wellbeing and achievements. During this session we also explored the various other ways to communicate with parents e.g. phone calls home, postcards. ● Prior to the session with Karen, I wrote my observations from a parent's evening from the two parents evening I attended in placement two – I made a note of the similarities and differences between them, given that one was for KS3 and one KS4. It occurred to me that the KS4 parent evening was more results based. ● In preparation for my NQT year, I have read Sue Cowleys '100 tips for NQTs' and I have watched a video from the British Council (https://youtu.be/qUIOI7ivba4) on how to prepare for your NQT year.

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

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.	Link to Standards if appropriate
<p>One of my targets from placement two was becoming more familiar with the GCSE specification. In order to work on this target, I went on to the exam boards' websites and downloaded the exam specifications for French and Spanish and highlighted the parts which I thought were particularly important. I made a mind map of how the speaking exam is carried out, as this was always the area of the exam which confused me most, and I annotated how it was different for the different exam boards. Further to this, I listened to speaking exemplars from the AQA website and marked it as I would in a real speaking exam, then I wrote some feedback. After doing this, I compared it with the 'examiner's report' to see how accurate my marking was. This also enabled me to see the type of level and content which is expected of students in the GCSE and the type of questions I should be asking in the speaking exam. Moreover, I completed past papers, foundation and higher level, in order to gain an understanding for the ways in which the questions are asked and the type of language used in the papers. This also gave me ideas for resources as I could create activities which would mimic the kind of exercises they will have in the exam. I also went on to the exam boards' websites and downloaded all of the free content which is aimed towards GCSE students. I have really worked on finding resources which directly link to the GCSE and building up my folder, as well as finding TV programmes/ films/ books/ websites/ apps/ people to follow on social media which I can offer to my students in order to further their study outside of the classroom. I feel a lot more confident about teaching the GCSE than I did before and I am grateful to have had the time to have delved into this target as much as I have.</p>	<p>S1 S2 S3 S4 S6</p>

