## 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. |  |  |  |  |
| 2 Provision of appropriate, selected whole school information, eg documentation, policies, ITT handbook, expectations. |  |  |  |  |
| 3 Provision of support for Professional Studies Programme as recommended for this term in handbook. |  |  |  |  |
| 4 Access to ICT facilities in the school for your own personal use and accessing school data. |  |  |  |  |
| 5 Planned opportunities and encouragement to participate in wider activities, eg form teacher, contact with parents, extra curricular activities, school INSET etc. PHSE |  |  |  |  |
| 6 Provided with information on the roles and importance of a range of adults supporting pupils eg SMT, TAs, safeguarding, SENCO etc. |  |  |  |  |
| **Subject specific support and training – trainee’s views** |  |  |  |  |
| 1 **Departmental induction**; provision of subject handbook, documentation, policies, schemes of work etc. |  |  |  |  |
| 2 Advice and support on **lesson planning**, content, differentiation, variety, learning styles etc. |  |  |  |  |
| 3 Help with developing appropriate **subject knowledge**: National Curriculum, KS3, KS4, Post-16, SEN/EAL. |  |  |  |  |
| 4 Advice and support on **planning**, teaching, rewards and sanctions, behaviour and class management strategies. |  |  |  |  |
| 5 Advice and support on **marking and assessment**, feedback and target setting, purposes and issues, to raise pupils’ standards and influence future planning |  |  |  |  |
| 6 Weekly **formal written feedback** on lessons is appropriate and helpful. Frequent informal oral feedback. |  |  |  |  |
| 7 Weekly hour-long **mentoring sessions** to review progress, discuss issues, set targets, are taking place. |  |  |  |  |
| 8 Advice, support for and monitoring of the RoAD. |  |  |  |  |
| 9 Advice, support and opportunities to use **ICT with teaching** groups including computer suites. |  |  |  |  |
| 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.** |  |  |  |  |
| ***pto for comments, suggestions, targets*** |

**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)**