

# Primary PGCE



## Trainee Portfolio

2021-22

**Trainee**

**University Tutor**

**Tutor Group (Core) / Alliance (SD):**

**Alliance Lead (School Direct ONLY):**



EMPOWERING  
FUTURE  
GENERATIONS

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## What is the Trainee Portfolio?

### Professional learning and our curriculum

Our Primary PGCE curriculum includes taught sessions, master level reflection and assignments and practical application during school placements. It encompasses the requirements of the ITT Core Content Framework plus learning and experiences that we see as essential in preparing you to enter the profession. Our curriculum is sequenced and developed to ensure that by the end of the programme you are ready to enter the profession as an Early Career Teacher (ECT). You will be formatively assessed and monitored by self-reflection and by mentor and tutors across the programme. This will help you reflect and understand your own professional development at key points in the curriculum. This also allows you and those supporting you to know if you are on track to meet the summative assessment at the end of the course (see Gaining QTS section).

We have aligned 5 key strands around your professional development to the ITT Core Content Framework areas, to enable you to reflect on your own progress against these and to facilitate focused expert mentor and tutor support. These are:

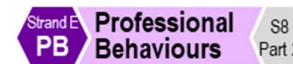
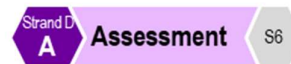
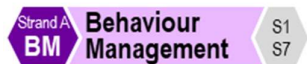
**Strand A - Behaviour management (BM)** (*high expectations and managing behaviour*) - S1 and S7

**Strand B - Pedagogy and Planning (PP)** (*how pupils learn, classroom practice and adaptive teaching*) - S2, S4, S5

**Strand C - Subject and curriculum knowledge (SCK)** - S3

**Strand D - Assessment (A)** - S6

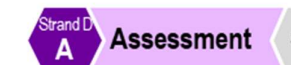
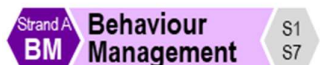
**Strand E - Professional behaviours (PB)** - S8 and Part 2 of the Teachers' Standards



### Gaining QTS

The Teachers' Standards are the measure used at the end of the programme to assess whether you can gain the right to Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT). The strands across our curriculum will develop your understanding and knowledge in each of the broad areas, but do relate to the Teachers' Standards, which are indicated by the references following the strand (e.g. S1)

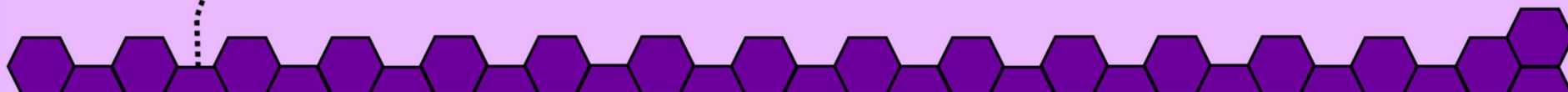
This trainee portfolio is the main document that will be used to track your learning journey and progress over the year and allow us to then summatively assess that you have met the Teachers' Standards at the end of the programme. It will log your professional engagement, activity, targets and mentoring during the programme. **It is your responsibility to keep this as an accurate, up to date record at all times. It will be submitted and retained at the end of the programme as a record of your PGCE journey and should always be available to the university and school staff who are supporting you.**



**SECTION 1**

# BEGINNING MY PGCE YEAR

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## 1.1 | Trainee Initial Development Plan

### Prior to PGCE programme

Degree subject(s):

A-Level subjects:

Primary school experience:

Other experience working with children: *(inc. supervising, clubs and any other relevant experience)*

Other transferable skills/experiences/  
previous career roles:

Hobbies, interests and/or talents:

### Preparation for your School Experience Block 1 (SE1)

a) Strengths:

*(e.g. subjects, skills & knowledge. Draw from interview feedback, prior experiences and self-evaluation)*

b) Targets/areas for development:

*(e.g. subject areas or lack of classroom/pupil experiences. Draw from interview feedback and self-evaluation of skills, knowledge and experience)*

Practical actions

*How will you address the targets identified in b)?  
(Be specific)*

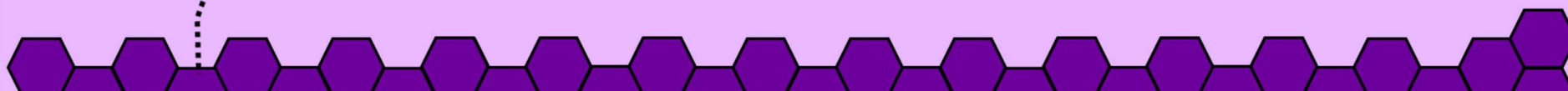
  
  
  

Date  
actioned/  
completed

## SECTION 2

# COURSE ATTENDANCE AND ASSIGNMENT LOGS

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## 2.1 | Attendance Log Overview (All Trainees)

### Taught course

This is a professional and intense programme, therefore, attendance at all live and online taught course sessions is expected. This will be monitored and should there be a concern about your level of attendance or engagement with the taught course then you may be asked to attend an 'attendance board' meeting with the programme directors as absence may affect your completion of our curriculum and programme. *Absence due to illness should be reported in line with the reporting absence protocols, as outlined in the course handbook.*

### School Experience: overview of attendance

Name of school experience	Dates of school experience	Total number of days in school <i>See supporting notes below*</i>	Covid-19 related only ** <i>Total number of days out of school but still engaging with teaching/supporting online learning.</i>	Number of absences <i>DO log half and full day absences.</i>
BLOCK 1	11/10/21 – 12/01/22			
SHORT BLOCK A (5 days)	31/01/22 – 04/02/22			
SHORT BLOCK B (10 days)	28/02/22 – 11/03/22			
BLOCK 2	21/03/22 – 23/06/22			
TOTAL NUMBER OF DAYS: <i>(Complete each column at the end of the course)</i>				

#### \* 'Total number of days in school' supporting notes

- ① **DO NOT** count bank holidays, snow days or absences due to illness.
- ① **DO** count school inset/training days attended in school/online, interviews and school-based tutorials.

#### \*\* 'Covid-19 related' supporting notes

- ① **DO NOT** count any days that you are not in school and are unable to support online/remote learning – this is an absence.
- ① **DO** count directing and/or setting online or remote learning work for your pupils, as guided by your school mentor.

## 2.2 | Additional Attendance Log Overview for SD Alliance-led days

### \*SCHOOL DIRECT TRAINEES ONLY\*

- ① Complete for each assigned alliance-led day (red days on timetable) plus log any other opportunities offered by your alliance (e.g. INSET, staff training/meeting, parents evening)
- ① **DO NOT** log university-led days

Date	Session focus	Session location	Session times	Session attended in full?	Further details <i>e.g. attended ½ day due to appointment, staff training session</i>
e.g. 21.09.21	History and establishing effective classroom environments plus attended staff meeting (behaviour policy update)	Penny Lane Primary	9am - 3.30pm	Full attendance	Staff meeting (Reading for pleasure) 3.30-4.30
TOTAL NUMBER OF ALLIANCE-LED DAYS: <i>(Complete at the end of the course)</i>					



## 2.3 | PGCE Written Assignments Log

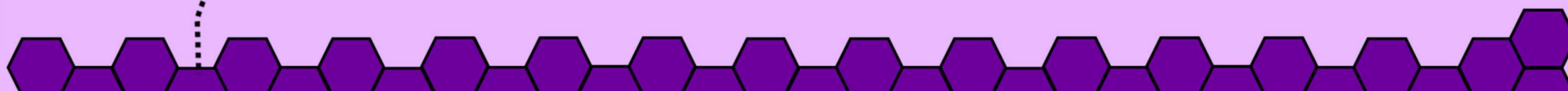
Complete as soon as possible after your feedback and mark is released to you.

Feedback given	EDUC66900 Assignment A <i>Developing practitioner enquiry</i>	EDUC66800 Assignment B <i>Inclusive educational practice</i>	EDUC66700 Assignment C <i>Teaching, learning and assessing in the curriculum</i>
Strengths of assignment			
Targets or areas to address			
Mark awarded			

## SECTION 3

# SCHOOL EXPERIENCE: ONGOING PROFESSIONAL DEVELOPMENT

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## 3.1 | Curriculum Subjects Log

### Ready to be an Early Career Teacher (ECT) – teaching the primary curriculum

Record the subjects that you teach during each school experience\*. Try to teach all curriculum areas by the end of the programme. Share this page with your mentor at the start of each block, so they can try to facilitate opportunities for you to deliver subject areas that you have not yet planned and taught.

*\*Less teaching will be expected and/or possible on shorter blocks.*

Subject area	BLOCK 1 (11/10/21 – 12/01/22)	SHORT BLOCK A (31/01/22 – 04/02/22)	SHORT BLOCK B (28/02/22 – 11/03/22)	BLOCK 2 (21/03/22 – 23/06/22)
Maths				
English				
Early reading / Phonics				
Science				
Geography				
History				
Music				
Art				
Design and Technology				
Drama				
P.E.				
Religious Education				
PSHCE				
Modern languages				
Computing				
Other				

**SECTION 4**

**SCHOOL  
EXPERIENCE:  
BLOCK 1**

.....



## 4.1 | Trainee Overview of Curriculum Learning

As part of your professional reflection you are asked to provide a summary of what you have covered and learned so far in our ITT curriculum so you can share this with your mentors and look at how you can build upon and apply this in your classroom settings. You should complete this before your first day on each block and spend at least 10 minutes discussing and sharing this with your mentor and/or class teacher as part of your induction in the first few days\*

*\*NB: you do not need to repeat content outlined in any previous overview (e.g. for SE2). Just focus on what you have learned since the last overview. This is only required for SE1 and SE2, although you should show this document to teachers you are working with on short blocks also so they are informed about your learning.*

### Overview of learning in the ITT curriculum (prior to School Experience Block 1)

Curriculum area	Session titles/focus areas	I know... I've learned that... I've learned how to...	I need to learn more about... I want to learn more about...
Maths			
English			
Science			
Foundation subjects			
Professional studies			

## 4.2 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Block 1. You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around teaching and professional development tasks.

### WEEKLY tasks

- **Complete 'Trainee Weekly Log'** (section 4.3) **Update 'Attendance Log'** (to be signed by your mentor/school representative each week)
- **Update 'Curriculum Subjects Log'** (section 3.1)
- **Complete 'Professional development activities'** (see separate booklet)
- **Meet with your mentor to discuss lesson observation, general progress and agree targets**

### INTERIM REVIEWS (with your mentor) – by the end of week 4 and 6

- **Look at the professional formative framework statements to record your current attainment (with your mentor)** (section 4.5)
- **Discuss with your mentor your strengths, progress and areas of further development or opportunities and agree actions to address these.**
- **Complete 'Interim review meeting' log** (section 4.4)

### END OF BLOCK

- **Record final attainment of the professional development formative framework statements** (section 4.5)
- **Ask mentor to complete 'End of school experience mentor report'** (submit to Turnitin, but retain a copy for yourself to aid the writing of your action plan)
- **Submit your completed 'Attendance Log' to Turnitin**

## 4.3 | Trainee Weekly Logs

### WEEK 1 LOG

School:

Year group(s):

Week beginning:

#### Teaching experiences

Please state if these are: online (O) or in school (S)

#### Wider experiences in school

e.g. playground duties, clubs, events, PTA

#### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

#### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

#### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

#### Actions to address these targets


## WEEK 2 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets




## WEEK 3 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 4 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 5 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 6 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 7 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 8 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 9 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: *I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...*

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 10 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**




## WEEK 11 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 12 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## 4.4 | Interim Review Meetings (week 4 and week 6)

To support with professional dialogue and development, your interim review meeting should address the following outcomes:

- ① To review and gain an overview of trainee's progress towards meeting the professional development formative framework across the 5 key strands;
- ① To celebrate strengths and successes;
- ① To consider opportunities and gaps in experiences in relation to the 5 strands and plan how these can be facilitated.

WEEK 4 REVIEW POINT		
Review questions (linked to the Professional Development Formative Framework)		
1.	Have the professional development formative framework statements been discussed in respect of what the trainee has achieved and met by this review point?	Y/N
2.	Do the mentor and trainee agree with the statements that are met, as an accurate reflection of progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	Y/N Y/ NA
3.	Is the trainee clear about next steps, areas of development and how to achieve these?	Y/N
4.	Are there any concerns about progress in any of the 5 key strands?*	
	<i>If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.</i>	
	① Strand A - Behaviour management (S1, S7)	Y/N
	① Strand B - Pedagogy and planning (S2, S4, S5)	Y/N
	① Strand C - Subject and curriculum knowledge (S3)	Y/N
	① Strand D - Assessment (S6)	Y/N
	① Strand E - Professional behaviours (S8 and Part 2)	Y/N
5.	Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*	Y/N
	<i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	

WEEK 6 REVIEW POINT		
Review questions (linked to the Professional Development Formative Framework)		
1.	Have the professional development formative framework statements been discussed in respect of what the trainee has achieved and met by this review point?	Y/N
2.	Do the mentor and trainee agree with the statements that are met, as an accurate reflection of progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	Y/N Y/ NA
3.	Is the trainee clear about next steps, areas of development and how to achieve these?	Y/N
4.	Are there any concerns about progress in any of the 5 key strands?*	
	<i>If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.</i>	
	① Strand A - Behaviour management (S1, S7)	Y/N
	① Strand B - Pedagogy and planning (S2, S4, S5)	Y/N
	① Strand C - Subject and curriculum knowledge (S3)	Y/N
	① Strand D - Assessment (S6)	Y/N
	① Strand E - Professional behaviours (S8 and Part 2)	Y/N
5.	Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*	Y/N
	<i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	

### WEEK 4 REVIEW POINT

Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

### WEEK 6 REVIEW POINT

Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

## 4.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.

			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	YELLOW				
Review point 2	By end of week 6	GREEN				
Final review	By end of block	BLUE				

Strand A	BM Behaviour management	High expectations (S1)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Establishes a safe classroom environment.						
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						

**NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.**

Strand A	BM Behaviour management	Managing behaviour effectively (S7)	S1 S7	Currently achieving	Currently achieving	Currently achieving
		Has developed positive, trusting teacher-pupil relationships which underpin teacher authority				
		Pupils demonstrate a shared understanding of rules and routines for behaviour and feel secure in the expectations of them				
		Responds to incidents in accordance with the wider school policies and procedures				
		Demonstrates an awareness of when to utilise colleagues and wider school management systems to support effective behaviour management				
		Develop an understanding and use of extrinsic and intrinsic motivations and rewards and use that are suitable to the needs of pupils and in line with school policy				
		Deploys rewards and sanctions consistently and predictably				
		Engages with support and advice from experienced teachers to develop their understanding and knowledge about effective behaviour for learning				
		Establishes a supportive and inclusive environment, utilising rewards and sanctions effectively, including appropriate adaptations for pupils with special educational needs.				
		Makes effective early interventions to maintain good discipline, including non-verbal signals, low intrusion responses and clear communication or instructions.				
		Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning and maintaining pupil self-esteem.				
		Uses effective class management approaches which enables a good levels of pupil motivation and engagement in lessons.				
		Manages and challenges the class appropriately by checking for understanding and giving manageable, sequential instructions for tasks.				
		Demonstrates a good awareness of the research and evidence around managing pupil and classroom behaviour and uses this to inform their own approaches in the classroom				

*NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.*

Strand B	PP Pedagogy and planning	How pupils learn (S2)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Follows school teaching and learning policies and practice to maximise learning and progress.				
		Utilises knowledge of pupils' prior learning, knowledge and assessment to inform planning.				
		Shows knowledge and understanding of how pupils learn and recognition of the need to avoid overloading the working memory in lesson planning				
		When planning, breaks complex or new material into smaller steps to reduce working memory demand or potential misconceptions.				
		Makes relevant links to what pupils already know as part of teaching and building on this in what is being taught.				
		Uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning				
		Knows when to provide scaffolding, practice and repetition to support learners and when to reduce this to develop more secure knowledge and to increase challenge				
		Engages with experienced mentors and teachers to build upon their knowledge and understanding of effective planning and pedagogy				
		Sequences lessons to build upon prior knowledge and foundational knowledge prior to more complex content.				
		Is able to use targeted interventions to facilitate learning for most groups.				
		Checks pupils' understanding and regularly adapts teaching to respond to the strengths and needs of all pupils.				
		Future planning is adapted, based upon the impact of teaching, to challenge and support progression in future lessons.				
		Demonstrates their knowledge of research, literature and taught course support about how children learn when planning and delivering lessons				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand B	PP Pedagogy and planning	Classroom practice (S4)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Lesson pace is well maintained and shows constructive use of time.				
		Shows confidence in adapting teaching and support in order to respond to the needs of pupils, based upon knowledge of effective planning				
		Plans and utilises a range of pedagogical strategies, including paired and group work, to support pupil understanding, engagement and learning				
		Plans and utilises high-quality questioning across a lesson e.g. to check prior knowledge, assessing understanding, extend answers and breaking down new ideas or concepts.				
		Plans and uses effective modelling, examples and scaffolding to help pupils understand new concepts, ideas and knowledge.				
		Plans and considers misconceptions and potential issues and how to respond to these				
		Plans and uses talk effectively to aid ideas, understanding and vocabulary development				
		Interactions are planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations and contexts.				
		Enables critical thinking and problem solving by removing support and guidance and setting more challenging tasks as pupil expertise increases				
		Willing to take risks to capture interest and make learning interesting and stimulate pupils' thinking				
		Pupils can see the relevance of their learning and this often stimulates their intellectual curiosity.				
		Plans homework which consolidates and reinforces knowledge and understanding and helps pupils appreciate the need to revisit learning				
		Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils.				
		Collaborates positively with colleagues and has made contributions to curricular developments and planning.				
		Engages with professional discussions, recent research and evidence about effective planning and teaching to influence and improve their own skills and knowledge in this				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.



Strand B	PP Pedagogy and planning	Adaptive teaching (S5)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Lessons show evidence of having considered different learning needs and employ effective differentiation strategies to address these.				
		Accommodates differences between pupils through understanding barriers to learning and the range of factors that can inhibit pupils' ability to learn.				
		Sources support and guidance from experienced teachers and experts such as SENDCo and senior leaders, to build upon their understanding and knowledge of effective inclusion provision and strategies				
		Demonstrates flexibility in groupings, resource support and additional adult deployment in order to meet the needs of different learners.				
		Is able to ask advice of expert colleagues, such as the mentor, SENDCo, DSL or other senior leaders to ensure that pupil needs are best met.				
		Maintains challenge and motivation for different groups of learners through effective adaptation and planning based on their needs				
		Utilises relevant and useful resources to support the learning of all groups of pupils				
		Plans and adapts teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability whilst maintaining challenge and purposeful learning				
		Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.				
		Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society and how the specific context of their school demographic impacts this.				
		Utilises recent research and evidence about effective inclusion and uses this to inform and influence their practical application				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand C	SCK Subject and curriculum knowledge	Subject and curriculum knowledge (S3)	S3	Currently achieving	Currently achieving	Currently achieving
		Demonstrates a good level of subject knowledge across the curriculum				
		Is clear about the focus concepts, knowledge, skills and principles of each lesson, in relation to the subject area and the National Curriculum.				
		Seeks out various subject experts to support and build upon their skills, knowledge and understanding of the progression of different primary subjects across the curriculum				
		Identifies prior and existing knowledge and make links to prior learning in the National Curriculum				
		Carefully sequences teaching to build upon prior knowledge and skills to secure understanding				
		Provides clear teaching that supports pupils to understand the targeted concepts, knowledge and skills in the lesson so progress is made				
		Anticipates possible/common misconceptions and breaks learning down into relevant episodes/chunks to address this				
		Develops fluency in the targeted learning through the use of strategies such as retrieval, spaced practice and the shift from concrete/visual to abstract examples				
		Models and utilises high-quality spoken standard English, language and high-quality vocabulary in teaching the curriculum				
		Encourages critical thinking and sound understanding by ensuring pupils have relevant domain-specific knowledge first				
		Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.				
		Uses and applies the school approach to teaching early reading and phonics				
		Demonstrates an awareness and understanding of relevant research-informed teaching and development across different curriculum areas and/or the school setting				
		Is able to consolidate and build upon the knowledge and skills acquired in taught course sessions by applying this in the classroom across the specific primary subject				

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand D	A Assessment	Accurate and productive use of assessment (S6)	S6	Currently achieving	Currently achieving	Currently achieving
		Demonstrates that they know how to assess pupils' prior skills, knowledge and understanding e.g. NC links, looking at previous work, using class data/school tracking systems, questioning, AfL				
		Uses previous assessment knowledge to inform and plan appropriately lessons.				
		Plans AfL, linked to the learning objective, so opportunities to assess understanding, misconceptions and progress in lessons are regularly used.				
		Responds to AfL and formative assessments in lessons, to ensure that pupils are making progress against the learning objective				
		Responds to misconceptions or issues in a lesson by being flexible and adaptive to emerging needs				
		Uses a range of written/verbal feedback methods, appropriate to the age of pupils, to give regular and constructive feedback to support progress.				
		Provides pupils with regular and constructive feedback in line with school policy.				
		Pupils are encouraged and given time to respond to constructive feedback (oral and/or written)				
		Can give examples of how they have secured progression for groups of pupils.				
		Outcomes of pupil progress and achievement against the intended learning are used to inform future planning.				
		Uses relevant data to monitor progress, set targets and plan subsequent lessons.				
		Has a developing awareness of statutory assessment requirements and school assessment systems				
		Builds upon their taught course sessions and research based understanding of effective assessment through practical application and professional discussions with those supporting assessment in the class and across the wider school				

**NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.**

Strand E	PB Professional behaviours	Fulfil wider professional responsibilities (S8)	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
		Has a clear understanding of a teachers' legal responsibilities and Part 2 of the Teachers' Standards.				
		Is positive about and makes efforts to contribute to the wider life and ethos of the school.				
		Is willing to consult with different colleagues, internally and externally, as appropriate knowing when to draw on their help and advice to support effective lesson delivery.				
		Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.				
		Engages with professional dialogue about teaching and/or learning, to improve their professional skills, knowledge and understanding.				
		Deploys support staff effectively to facilitate learning for groups of pupils during different lesson episodes.				
		Demonstrates collaborative work with support staff to facilitate pupils' learning before and during lessons.				
		Engages with their own learning and professional development. Is aware of own strengths and development areas and is proactive in addressing these.				
		Shows willingness to take advice and feedback from colleagues and engage in discussion about and target setting to secure improvements in professional practice.				
		Communicates effectively with parents and carers about learners' achievements, progress and wellbeing.				
		Is willing to critique, debate and evaluate recent research and theory in relation to actual teaching and learning practice and use this to improve their teaching				

**NB:** In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Strand E	PB Professional behaviours	Part Two of the Teachers' Standards	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>① treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;</li> <li>① having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;</li> <li>① showing tolerance of and respect for the rights of others;</li> <li>① 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;</li> <li>① ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor.

## 4.6 | Post-Block 1 Action Plan

### What do I need to work on now?

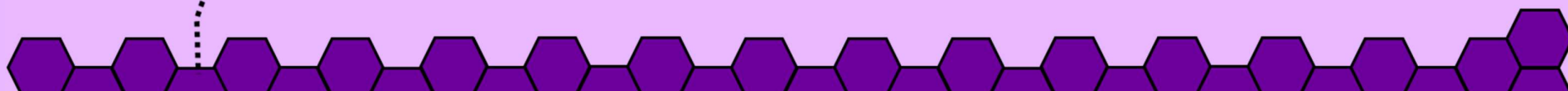
Targets should be informed by your end of Block 1 mentor report, mentor/tutor feedback forms, the highlighted professional development formative framework and your own reflection. This plan should show clear, concise targets with several clear actions to help impact upon improving your practice.

Targets from Block 1	Strand/ focus area BM, PP, SCK, A, PB	Actions to address the targets <i>(This should be specific and demonstrate how you will impact upon the target set)</i>	Opportunities to take these actions <i>(e.g. Identify opportunities during other school experience/ taught course, reading, independent actions/research)</i>	Evidence of progress <i>(Be clear how evidence of progress can be demonstrated/assessed)</i>	Date achieved <i>(to update regularly)</i>

## SECTION 5

# SCHOOL EXPERIENCE: SHORT BLOCKS A and B

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## 5.1 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Short Block A and B. You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around learning opportunities and classroom activities. You should also maximise opportunities to engage with and learn from mentor expertise and other wider school opportunities.

### WEEKLY tasks

- ◆ **Complete 'Trainee Weekly Log'** (section 5.2) **Update 'Attendance Log'** (to be signed by your mentor/school representative each week)
- ◆ **Update 'Curriculum Subjects Log'** (section 3.1)
- ◆ **Complete 'Professional development activities'** (see separate booklet)

### END of each SHORT BLOCK

- ◆ **Submit your completed 'Attendance Log' to TurnItIn**



## 5.2 | SHORT BLOCK A: Trainee Weekly Log

### WEEK 1 LOG

<b>School:</b>	<b>Year group(s):</b>	<b>Week beginning:</b>
<b>Teaching experiences</b> <i>Please state if these are: online (O) or in school (S)</i>	<b>Other experiences in school</b> <i>e.g. observations, work or discussions with other experts/professionals, playground duties, clubs, events</i>	<b>Tasks and activities completed</b> <i>See handbook</i>
<b>My reflection</b> <i>Strengths, challenges, experiences, action plan targets (with pupils, a mentor, professional tutor or other members of staff)</i> <i>Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...</i>		

## 5.3 | SHORT BLOCK B: Trainee Weekly Logs

### WEEK 1 LOG

School:

Year group(s):

Week beginning:

#### Teaching experiences

Please state if these are: online (O) or in school (S)

#### Other experiences in school

e.g. observations, work or discussions with other experts/professionals, playground duties, clubs, events

#### Tasks and activities completed

See handbook

#### My reflection Strengths, challenges, experiences, action plan targets (with pupils, a mentor, professional tutor or other members of staff)

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

## WEEK 2 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Other experiences in school

e.g. observations, work or discussions with other experts/professionals, playground duties, clubs, events

### Tasks and activities completed

See handbook

### My reflection Strengths, challenges, experiences, action plan targets (with pupils, a mentor, professional tutor or other members of staff)

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

SECTION 6

# SCHOOL EXPERIENCE: BLOCK 2

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## 6.1 | Trainee Overview of Curriculum Learning

As part of your professional reflection you are asked to provide a summary of what you have covered and learned so far in our ITT curriculum so you can share this with your mentors and look at how you can build upon and apply this in your classroom settings. You should **complete this before your first day** and spend at least 10 minutes discussing and sharing this with your mentor and/or class teacher as part of your induction in the first few days\*

*\*NB: you do not need to repeat content outlined in any previous overview (e.g. for SE2). Just focus on what you have learned since the last overview. **This can include learning on SE1 (e.g. specific staff meetings) and Short block placements, as well as taught course elements.** This is only required for SE1 and SE2, although you should show this document to teachers you are working with on short blocks also so they are informed about your learning.*

### Overview of learning in the ITT curriculum (since School Experience Block 1)

Curriculum area	Session titles/focus areas	I know... I've learned that... I've learned how to...	I need to learn more about... I want to learn more about...
Maths			
English			
Science			
Foundation subjects			
Professional studies			

## 6.2 | Trainee Requirements Checklist

Below is an outline of the documentation and processes required to be completed by you on School Experience Block 2. You should use this to keep the relevant records in this Trainee Portfolio, as well as using the school experience handbooks to guide you more on the specific expectations around teaching and professional development tasks.

### WEEKLY tasks

- 🔷 **Complete 'Trainee Weekly Log'** (section 6.3) **Update 'Attendance Log'** (to be signed by your mentor/school representative each week)
- 🔷 **Update 'Curriculum Subjects Log'** (section 3.1)
- 🔷 **Complete 'Professional development activities'** (see separate booklet)
- 🔷 **Meet with your mentor to discuss lesson observation, general progress and agree targets**

### INTERIM REVIEWS (with your mentor) – by the end of week 3 and 6

- 🔷 **Look at the professional formative framework statements to record your current attainment (with your mentor)** (section 6.5)
- 🔷 **Discuss with your mentor your strengths, progress and areas of further development or opportunities and agree actions to address these.**
- 🔷 **Complete 'Interim review meeting' log** (section 6.4)

### END OF BLOCK

- 🔷 **Record final attainment of the professional development formative framework statements** (section 6.5)
- 🔷 **Ask mentor to complete 'End of school experience mentor report'** (submit to Turnitin, but retain a copy for yourself)
- 🔷 **Submit your completed 'Attendance Log' to Turnitin**

## 6.3 | Trainee Weekly Logs

### WEEK 1 LOG

<b>School:</b>	<b>Year group(s):</b>	<b>Week beginning:</b>
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#### Teaching experiences

Please state if these are: online (O) or in school (S)

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#### Wider experiences in school

e.g. playground duties, clubs, events, PTA

--

#### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

--

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

--

#### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

#### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.


**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

#### Actions to address these targets


## WEEK 2 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets




## WEEK 3 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 4 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 5 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 6 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 7 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 8 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets


## WEEK 9 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## WEEK 10 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

### Actions to address these targets




## WEEK 11 LOG

School:

Year group(s):

Week beginning:

### Teaching experiences

Please state if these are: online (O) or in school (S)

### Wider experiences in school

e.g. playground duties, clubs, events, PTA

### Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

### Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

### My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/  
focus area**  
(BM, PP,  
SCK, A, PB)

**Actions to address these targets**


## 6.4 | Interim Review Meetings (week 3 & week 6)

To support with professional dialogue and development, your interim review meetings should address the following outcomes:

- ① To review and gain an overview of trainee's progress towards meeting the professional development formative framework across the 5 key strands;
- ① To celebrate strengths and successes;
- ① To consider opportunities and gaps in experiences in relation to the 5 strands and plan how these can be facilitated.

WEEK 3 REVIEW POINT		
Review questions (linked to the Professional Development Formative Framework)		
1.	Have the professional development formative framework statements been discussed in respect of what the trainee has achieved and met by this review point?	Y/N
2.	Do the mentor and trainee agree with the statements met so far, as an accurate reflection of progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	Y/N Y/ NA
3.	Is the trainee clear about next steps, areas of development and how to achieve these?	Y/N
4.	Are there any concerns about progress in any of the 5 key strands?*	
	<i>If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.</i>	
	① Strand A - Behaviour management (S1, S7)	Y/N
	① Strand B - Pedagogy and planning (S2, S4, S5)	Y/N
	① Strand C - Subject and curriculum knowledge (S3)	Y/N
	① Strand D - Assessment (S6)	Y/N
	① Strand E - Professional behaviours (S8 and Part 2)	Y/N
5.	Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*	Y/N
	<i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	

WEEK 6 REVIEW POINT		
Review questions (linked to the Professional Development Formative Framework)		
1.	Have the professional development formative framework statements been discussed in respect of what the trainee has achieved and met by this review point?	Y/N
2.	Do the mentor and trainee agree with the statements met so far, as an accurate reflection of progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	Y/N Y/ NA
3.	Is the trainee clear about next steps, areas of development and how to achieve these?	Y/N
4.	Are there any concerns about progress in any of the 5 key strands?*	
	<i>If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.</i>	
	① Strand A - Behaviour management (S1, S7)	Y/N
	① Strand B - Pedagogy and planning (S2, S4, S5)	Y/N
	① Strand C - Subject and curriculum knowledge (S3)	Y/N
	① Strand D - Assessment (S6)	Y/N
	① Strand E - Professional behaviours (S8 and Part 2)	Y/N
5.	Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*	Y/N
	<i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	

### WEEK 3 REVIEW POINT

Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

### WEEK 6 REVIEW POINT

Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

## 6.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.

			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 3	YELLOW				
Review point 2	By end of week 6	GREEN				
Final review	By end of block	BLUE				

Strand A	BM Behaviour management	High expectations (S1)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Establishes a safe classroom environment.						
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						

**NB:** In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.

Strand A	BM Behaviour management	Managing behaviour effectively (S7)	S1 S7	Currently achieving	Currently achieving	Currently achieving
		Has developed positive, trusting teacher-pupil relationships which underpin teacher authority				
		Pupils demonstrate a shared understanding of rules and routines for behaviour and feel secure in the expectations of them				
		Responds to incidents in accordance with the wider school policies and procedures				
		Demonstrates an awareness of when to utilise colleagues and wider school management systems to support effective behaviour management				
		Develop an understanding and use of extrinsic and intrinsic motivations and rewards and use that are suitable to the needs of pupils and in line with school policy				
		Deploys rewards and sanctions consistently and predictably				
		Engages with support and advice from experienced teachers to develop their understanding and knowledge about effective behaviour for learning				
		Establishes a supportive and inclusive environment, utilising rewards and sanctions effectively, including appropriate adaptations for pupils with special educational needs.				
		Makes effective early interventions to maintain good discipline, including non-verbal signals, low intrusion responses and clear communication or instructions.				
		Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning and maintaining pupil self-esteem.				
		Uses effective class management approaches which enables a good levels of pupil motivation and engagement in lessons.				
		Manages and challenges the class appropriately by checking for understanding and giving manageable, sequential instructions for tasks.				
		Demonstrates a good awareness of the research and evidence around managing pupil and classroom behaviour and uses this to inform their own approaches in the classroom				

*NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.*

Strand B	PP Pedagogy and planning	How pupils learn (S2)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Follows school teaching and learning policies and practice to maximise learning and progress.				
		Utilises knowledge of pupils' prior learning, knowledge and assessment to inform planning.				
		Shows knowledge and understanding of how pupils learn and recognition of the need to avoid overloading the working memory in lesson planning				
		When planning, breaks complex or new material into smaller steps to reduce working memory demand or potential misconceptions.				
		Makes relevant links to what pupils already know as part of teaching and building on this in what is being taught.				
		Uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning				
		Knows when to provide scaffolding, practice and repetition to support learners and when to reduce this to develop more secure knowledge and to increase challenge				
		Engages with experienced mentors and teachers to build upon their knowledge and understanding of effective planning and pedagogy				
		Sequences lessons to build upon prior knowledge and foundational knowledge prior to more complex content.				
		Is able to use targeted interventions to facilitate learning for most groups.				
		Checks pupils' understanding and regularly adapts teaching to respond to the strengths and needs of all pupils.				
		Future planning is adapted, based upon the impact of teaching, to challenge and support progression in future lessons.				
		Demonstrates their knowledge of research, literature and taught course support about how children learn when planning and delivering lessons				

NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.

Strand B	PP Pedagogy and planning	Classroom practice (S4)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Lesson pace is well maintained and shows constructive use of time.				
		Shows confidence in adapting teaching and support in order to respond to the needs of pupils, based upon knowledge of effective planning				
		Plans and utilises a range of pedagogical strategies, including paired and group work, to support pupil understanding, engagement and learning				
		Plans and utilises high-quality questioning across a lesson e.g. to check prior knowledge, assessing understanding, extend answers and breaking down new ideas or concepts.				
		Plans and uses effective modelling, examples and scaffolding to help pupils understand new concepts, ideas and knowledge.				
		Plans and considers misconceptions and potential issues and how to respond to these				
		Plans and uses talk effectively to aid ideas, understanding and vocabulary development				
		Interactions are planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations and contexts.				
		Enables critical thinking and problem solving by removing support and guidance and setting more challenging tasks as pupil expertise increases				
		Willing to take risks to capture interest and make learning interesting and stimulate pupils' thinking				
		Pupils can see the relevance of their learning and this often stimulates their intellectual curiosity.				
		Plans homework which consolidates and reinforces knowledge and understanding and helps pupils appreciate the need to revisit learning				
		Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils.				
		Collaborates positively with colleagues and has made contributions to curricular developments and planning.				
		Engages with professional discussions, recent research and evidence about effective planning and teaching to influence and improve their own skills and knowledge in this				

NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.



Strand B	PP Pedagogy and planning	Adaptive teaching (S5)	S2	Currently achieving	Currently achieving	Currently achieving
			S4			
			S5			
		Lessons show evidence of having considered different learning needs and employ effective differentiation strategies to address these.				
		Accommodates differences between pupils through understanding barriers to learning and the range of factors that can inhibit pupils' ability to learn.				
		Sources support and guidance from experienced teachers and experts such as SENDCo and senior leaders, to build upon their understanding and knowledge of effective inclusion provision and strategies				
		Demonstrates flexibility in groupings, resource support and additional adult deployment in order to meet the needs of different learners.				
		Is able to ask advice of expert colleagues, such as the mentor, SENDCo, DSL or other senior leaders to ensure that pupil needs are best met.				
		Maintains challenge and motivation for different groups of learners through effective adaptation and planning based on their needs				
		Utilises relevant and useful resources to support the learning of all groups of pupils				
		Plans and adapts teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability whilst maintaining challenge and purposeful learning				
		Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.				
		Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society and how the specific context of their school demographic impacts this.				
		Utilises recent research and evidence about effective inclusion and uses this to inform and influence their practical application				

**NB:** In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.



Strand C	SCK Subject and curriculum knowledge	Subject and curriculum knowledge (S3)	S3	Currently achieving	Currently achieving	Currently achieving
		Demonstrates a good level of subject knowledge across the curriculum				
		Is clear about the focus concepts, knowledge, skills and principles of each lesson, in relation to the subject area and the National Curriculum.				
		Seeks out various subject experts to support and build upon their skills, knowledge and understanding of the progression of different primary subjects across the curriculum				
		Identifies prior and existing knowledge and make links to prior learning in the National Curriculum				
		Carefully sequences teaching to build upon prior knowledge and skills to secure understanding				
		Provides clear teaching that supports pupils to understand the targeted concepts, knowledge and skills in the lesson so progress is made				
		Anticipates possible/common misconceptions and breaks learning down into relevant episodes/chunks to address this				
		Develops fluency in the targeted learning through the use of strategies such as retrieval, spaced practice and the shift from concrete/visual to abstract examples				
		Models and utilises high-quality spoken standard English, language and high-quality vocabulary in teaching the curriculum				
		Encourages critical thinking and sound understanding by ensuring pupils have relevant domain-specific knowledge first				
		Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.				
		Uses and applies the school approach to teaching early reading and phonics				
		Demonstrates an awareness and understanding of relevant research-informed teaching and development across different curriculum areas and/or the school setting				
		Is able to consolidate and build upon the knowledge and skills acquired in taught course sessions by applying this in the classroom across the specific primary subject				

NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.

Strand D	A Assessment	Accurate and productive use of assessment (S6)	S6	Currently achieving	Currently achieving	Currently achieving
		Demonstrates that they know how to assess pupils' prior skills, knowledge and understanding e.g. NC links, looking at previous work, using class data/school tracking systems, questioning, AfL				
		Uses previous assessment knowledge to inform and plan appropriately lessons.				
		Plans AfL, linked to the learning objective, so opportunities to assess understanding, misconceptions and progress in lessons are regularly used.				
		Responds to AfL and formative assessments in lessons, to ensure that pupils are making progress against the learning objective				
		Responds to misconceptions or issues in a lesson by being flexible and adaptive to emerging needs				
		Uses a range of written/verbal feedback methods, appropriate to the age of pupils, to give regular and constructive feedback to support progress.				
		Provides pupils with regular and constructive feedback in line with school policy.				
		Pupils are encouraged and given time to respond to constructive feedback (oral and/or written)				
		Can give examples of how they have secured progression for groups of pupils.				
		Outcomes of pupil progress and achievement against the intended learning are used to inform future planning.				
		Uses relevant data to monitor progress, set targets and plan subsequent lessons.				
		Has a developing awareness of statutory assessment requirements and school assessment systems				
		Builds upon their taught course sessions and research based understanding of effective assessment through practical application and professional discussions with those supporting assessment in the class and across the wider school				

**NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.**

Strand E	PB Professional behaviours	Fulfil wider professional responsibilities (S8)	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
		Has a clear understanding of a teachers' legal responsibilities and Part 2 of the Teachers' Standards.				
		Is positive about and makes efforts to contribute to the wider life and ethos of the school.				
		Is willing to consult with different colleagues, internally and externally, as appropriate knowing when to draw on their help and advice to support effective lesson delivery.				
		Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.				
		Engages with professional dialogue about teaching and/or learning, to improve their professional skills, knowledge and understanding.				
		Deploys support staff effectively to facilitate learning for groups of pupils during different lesson episodes.				
		Demonstrates collaborative work with support staff to facilitate pupils' learning before and during lessons.				
		Engages with their own learning and professional development. Is aware of own strengths and development areas and is proactive in addressing these.				
		Shows willingness to take advice and feedback from colleagues and engage in discussion about and target setting to secure improvements in professional practice.				
		Communicates effectively with parents and carers about learners' achievements, progress and wellbeing.				
		Is willing to critique, debate and evaluate recent research and theory in relation to actual teaching and learning practice and use this to improve their teaching				

**NB:** In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.

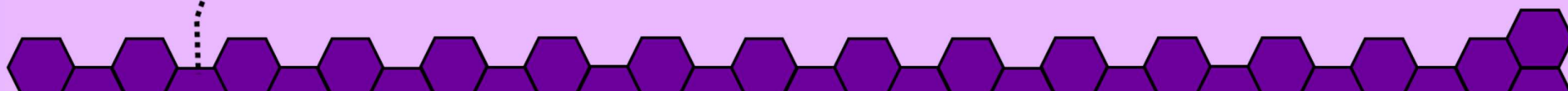
Strand E	PB Professional behaviours	Part Two of the Teachers' Standards	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>① treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;</li> <li>① having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;</li> <li>① showing tolerance of and respect for the rights of others;</li> <li>① 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;</li> <li>① ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>						

NB: In BLOCK 2, all statements should be considered in the context of the trainee at the current stage of their experience and training.

## SECTION 7

# END OF PROGRAMME: SUMMATIVE ASSESSMENT

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## 7.1 | The Teachers' Standards (2012)

### PART ONE: TEACHING

*A teacher must:*

#### TS1 Set high expectations which inspire, motivate and challenge pupils.

- 1a) Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### TS2 Promote good progress and outcomes by pupils

- 2a) Be accountable for pupils' attainments, progress and outcomes
- 2b) Plan teaching to build on pupils' capabilities and prior knowledge
- 2c) Guide pupils to reflect on the progress they have made and their emerging needs
- 2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on learning
- 2e) Encourage pupils to take a responsible and conscientious attitude to their work and study.

#### TS3 Demonstrate good subject and curriculum knowledge

- 3a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interests in the subject, and address misunderstandings
- 3b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teachers' specialist subject
- 3d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### TS4 Plan and teach well-structured lessons

- 4a) Impart knowledge and develop understanding through effective use of lesson time
- 4b) Promote a love of learning and children's intellectual curiosity.
- 4c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- 4d) Reflect systematically on the effectiveness of lessons and approaches to teaching
- 4e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.

#### TS5 Adapt teaching to respond to the strengths and needs of all pupils

- 5a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 5c) 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.
- 5d) Have 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.

#### TS6 Make accurate and productive use of assessment

- 6a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6b) Make use of formative and summative assessments to secure pupils' progress
- 6c) Use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback

#### TS7 Manage behaviour effectively to ensure a good and safe learning environment

- 7a) 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 behaviour policy
- 7b) 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
- 7c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary

### TS8 Fulfil Wider Professional Responsibilities

- 8a) Make a positive contribution to the wider life of the school
- 8b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8c) Deploy support staff effectively
- 8d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8e) Communicate effectively with parents with regard to pupils' achievements and wellbeing.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.*

**Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- 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, and maintain high standards in their own attendance and punctuality.**

**Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

## 7.2 | End of Programme Summative Assessment

### Summative assessment against The Teachers' Standards (2012)

The Teachers' Standards are the measure used at the end of the programme to assess whether you can gain the right to Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT). The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. As providers of initial teacher training (ITT) we have planned and delivered our curriculum across the year to allow you to gather evidence of your professional engagement and progress in order for us to assess against the standards at the end of the programme. This is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS and to meet the ITT Core Content Framework.

TS	Teacher Standard (For your reference, see the previous page for the Teacher Standards' descriptors)	Strand to support the assessment of this Teacher Standard	Met (M) or not yet met (NYM)
TS1	Set high expectations which inspire, motivate and challenge pupils	Strand A	
TS2	Promote good progress and outcomes by pupils	Strand B	
TS3	Demonstrate good subject and curriculum knowledge	Strand C	
TS4	Plan and teach well-structured lessons	Strand B	
TS5	Adapt teaching to respond to the strengths and needs of all pupils	Strand B	
TS6	Make accurate and productive use of assessment	Strand D	
TS7	Manage behaviour effectively to ensure learning environment	Strand A	
TS8	Fulfil wider professional responsibilities	Strand E	
Part 2	Professional duties	Strand E	

Has the trainee met the Teachers' Standards in order for them to be recommended for Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT)?

Yes / No

If no, please outline the actions agreed to address the areas of concern:

Professional tutor/alliance lead making this recommendation:

Date: