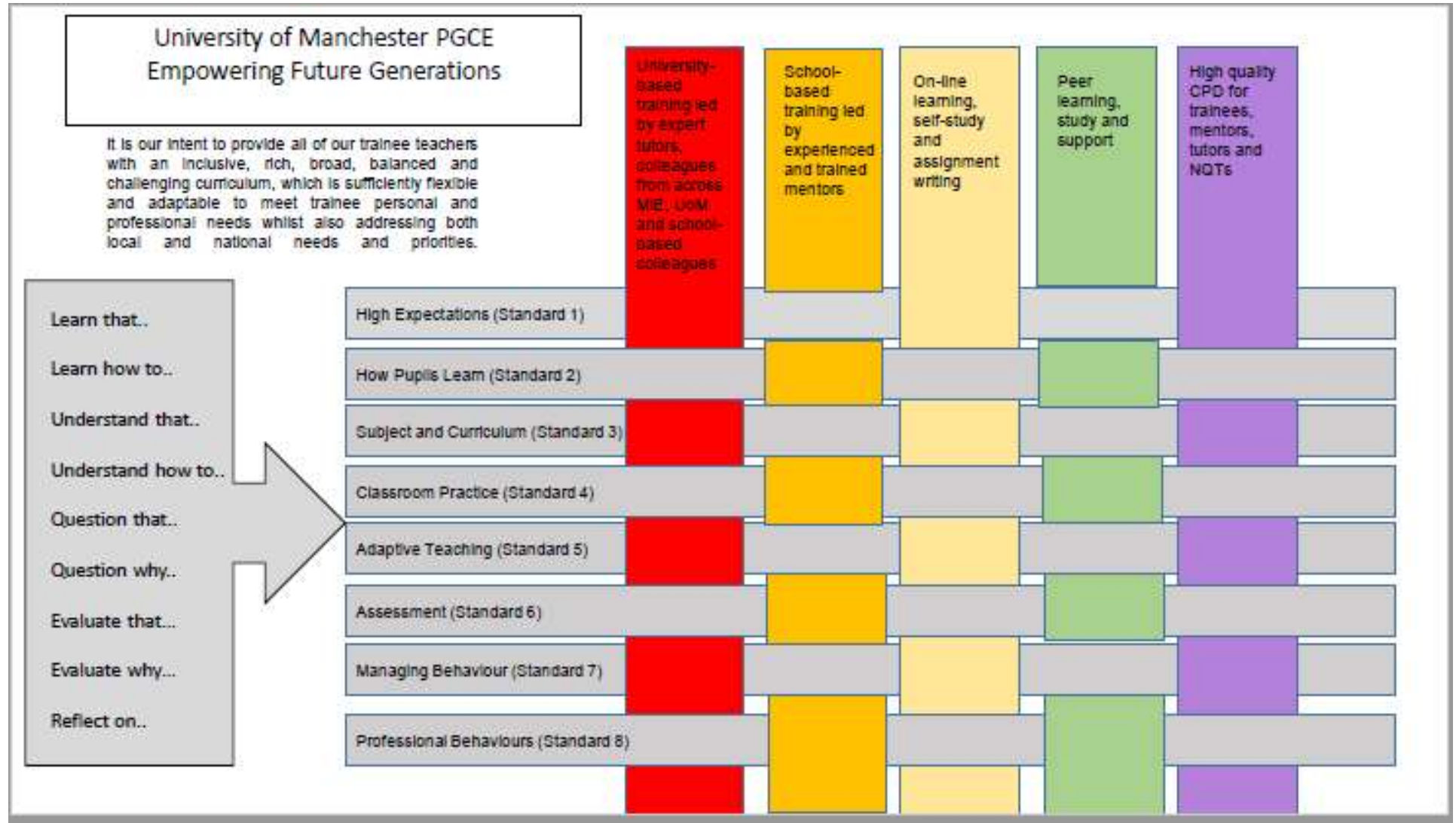
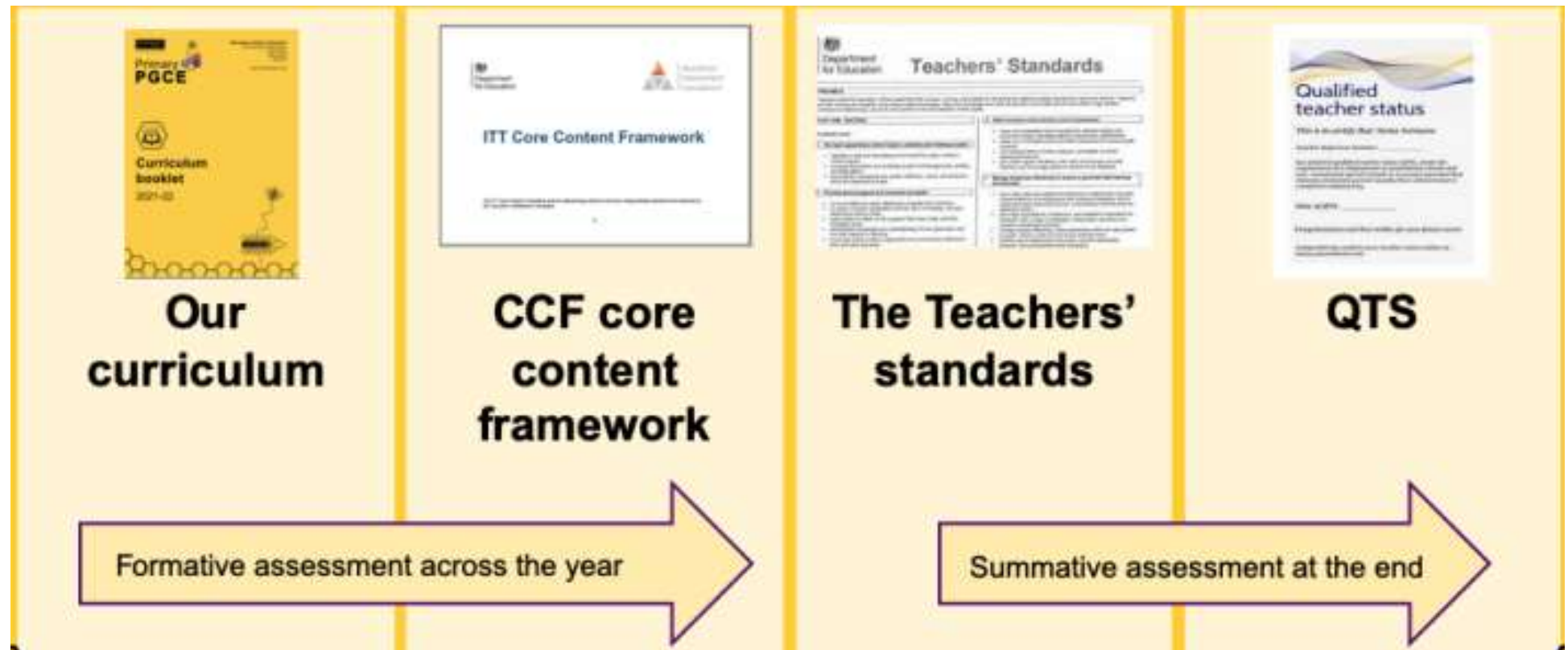


Assessment on the Primary PGCE programme

Big picture



Formative to summative assessment



Formative assessment linking towards summative assessment - using our 5 strands and the CCF

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. <u>Behaviour management</u> (BM)	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. Pedagogy and planning (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. Curriculum and Subject Knowledge (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. Assessment (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. <u>Professional behaviours</u> (PB)	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

Weekly formative assessments

APPENDIX D – MENTOR WEEKLY FEEDBACK FORM

MENTOR AND TRAINEE – WEEKLY MEETING AND FEEDBACK FORM

Trainee: Joe Bloggs	Year group/school: 4 Green Street Primary	Date: 11.11.21
Lesson observation	Subject: Maths	L.O: - To be able to order decimal number to 2 dp
Observations from lesson		
<ul style="list-style-type: none"> - You had differentiated tasks and WILF criteria for different groups. This was clearly signposted for all. (PP) - Some children who did well with the ordering task yesterday - could you have planned more challenging tasks, rather than doing more of the same? (PP, S5) - You consistently reinforced the knowledge of tenths within the mental and oral starter. The children engaged well – especially Sam, who normally lacks confidence. Tom has a much firmer idea of the concept of tenths today also and this shows that your focus pre-teach had an impact! (CSK) - There are 3 adults in the room, consider how to maximize their involvement at all times. Can they be assessing for you during M/O starters and main input rather than just observing? (PB) - You are anticipating potential behavioural barriers to learning e.g. children turning round their chairs to maintain attention. Making Fred your assistant for the decimal sorting activity was a great strategy for keeping him engaged! (BM) - Be willing to show disappointment in your voice at times if they some individuals stop for you well enough. Zoe and Taylor were reluctant to stop on several occasions and this had a snowball effect on their group. (BM) - You responded competently to the misconception that Charlotte had about a decimal not being a 'real' number. You used the numberline and established that it was not a whole number instead. Your Maths subject knowledge was of a high standard. (CSK) - Good use of 1 min talk time followed by using the picking pot to select respondents - this helped you to maintain a good pace. Everyone had had an opportunity to discuss and get thinking – great! (PP) - You are embedding your use of LO/SC to monitor progress and consider future planning e.g. target group/individuals. Continue to clearly annotate changes to weekly plans. (A) - You regularly use of teach then apply e.g. mini whiteboards. This Afl was used to adapt your explanations and next steps – keep this up! (A) 		
Strengths of this lesson		
<ul style="list-style-type: none"> • Your behaviour management was really consistent • You had planned 'chunks' of the lesson today, which helped children of different abilities to engage – even DC and FG worked hard for you in a subject they struggle with. – this addressed last week's target (well done!) • Improved talk time and opportunities – again this was a target – you are highly responsive to targets and suggestions. 		
Weekly review - commentary on general progress and specific achievements for each strand since last meeting		
Behaviour management (BM) <ul style="list-style-type: none"> • Your behaviour management is becoming more consistent than in previous weeks. You are more aware of low level disruptions and are more proactive in planning and deploying strategies to support this. Don't be afraid to stop and wait for all pupils though as they can still slip into bad habits if you are not consistent in these expectations. You have established a positive and supportive ethos in your lessons and the children are increasingly seeing you as the teacher in charge. 		
Pedagogy and planning (PP) <ul style="list-style-type: none"> • Planning files continue to be detailed and clear. Your weekly plans include an appropriate level of detail. This meets the needs of the majority of learners. You are very thorough in your planning and at this stage you are really aware of the needs of different groups. This is evidenced in your planning and effective efforts to 		

differentiate for pupils in English and Maths. Try to carry this knowledge over to other subjects too, so children can access learning more readily. You are working on consistency of pace and reducing the input time so children get more time to work independently and apply new learning. Keep working on this.		
Curriculum and subject knowledge (CSK)		
<ul style="list-style-type: none"> • You have taught your first humanities session this week and have been working on sequences of maths and English. You are always well prepared in your subject knowledge, particularly in maths. More work on this in English, to consider the misconceptions or prior knowledge needed would help remove barriers for some learners. Your humanities interest was clear to see in your lesson and this impacted upon pupil engagement too! 		
Assessment (A)		
<ul style="list-style-type: none"> • You are adapting plans as a result of your good assessment of lesson outcomes. You made an adaption to a group during your maths lesson, following Afl, as the work was not at the right pitch for them. This was great to see and it worked! Try to build this ability now to maximise active learning and Afl opportunities, so you feel more confident in more lessons to adapt in response. Watching Sarah's lesson this week will support you further with this. 		
Professional behaviours (PB)		
<ul style="list-style-type: none"> • You continue to be a valued member of the team and are professional in your approach. It was great to see you contribute in our PPA meeting this week too – you are building confidence to share ideas and work as an equal part of the team. Your approach with the pupils, parents and wider staff continues to be of a high standard and this is improving the respect that you are receiving. 		
Comments on progress towards previous targets		
Increase pace of input – this has improved and you are more aware of timings. You are reading the room better too, so are more aware of when you are 'losing' the children. Keep this up.		
Challenging higher attainers – you are more aware of the need to do this, but perhaps it is in the task expectations e.g. not just more of the same or the requirement to complete the initial task, but move them on to challenges more quickly. Continue to work on this.		
Engage with wider school opportunities – you have maximised this by attending my after school club with me and taking part in the PTA event. You are establishing positive relationships out with the classroom environment.		
Targets	Support/actions to address this target	Strand
Show the impact of your teaching on the progress of your planned focus group	<ul style="list-style-type: none"> - Plan the input and differentiate their S.C to fit this - Ensure that evidence supports the S.C so you are better able to assess impact - Use Afl and peer assessment to support your judgements 	A
Continue to challenge the higher attainers and fast finishers so you maximise progress and output	<ul style="list-style-type: none"> - Less examples that others are doing and build the extension opportunities without them being more of the same - Plan to intercept their work and do a T input to push them on - Allow self-selection of tasks (chilli challenge) 	PP (S5)
Continue to simplify and shorten explanations and models	<ul style="list-style-type: none"> - Set timings for yourself and stick to them. 	PP (S4)

Interim and final review points

Our Professional Development Formative Framework (linked to the eight sections which make the 5 strands)

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	JB	11.11.21	KK	15.11.21
Review point 2	By end of week 6	GREEN	JB	24.11.21	KK	30.11.21
Final review	By end of block	BLUE	JB	07.01.22	KK	12.01.22

Strand A	BM	Behaviour management	High expectations (S1)	S1	Currently achieving	Currently achieving	Currently achieving
				S7			
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.							

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/ 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? <i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	Y/N

WEEK 4 REVIEW POINT

Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If yes was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

End of school experience mentor report



APPENDIX G

END OF SCHOOL EXPERIENCE MENTOR REPORT

This form should only be shared with the trainee, the placement school and The University of Manchester only, not with any other third parties. (Trainees - This form should be completed by your mentor on Block 1 and Block 2 and a copy needs to be uploaded to Turnitin).

Summary of trainee attributes

Attribute	Very good	Good	Requires improvement	Attribute	Very good	Good	Requires improvement
Attendance				Organisation			
Punctuality				Planning and preparation			
Relationships with pupils				Self-reflection and evaluation			
Relationships with adults				Response to targets and advice			

Summary of trainee progress within the five strands

Strand	Very good	Good	Requires improvement	Any additional comments or context
A – Behaviour management (S1 and S7)				
B – Pedagogy and planning (S2, S4 and S5)				
C – Subject and Curriculum Knowledge (S3)				
D – Assessment (S6)				
E – Professional Behaviours (S8 and Part 2)				

End of school experience mentor report (page 2)

Written commentary		
Trainee progress across the placement:		
Trainee impact upon pupil progress over time:		
Trainee strengths:		
Suggested professional development targets		Strand
1.		
2.		
3.		
Mentor name/signature	School	Date

End of programme summative assessment (Teachers' Standards)

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 <i>(For your reference, see the previous page for the Teacher Standards' descriptors)</i>	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: